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An examination is made of two separate programs in neighboring communities in western Massachusetts which have approached the development of a teacher center in essentially different ways. One of the programs has, since its inception, responded to the need for teacher-generated and controlled programs by providing inservice activities, staff development, community education, and material resources for the regional high school district it serves. The second program originated as a comprehensive study of secondary education, based on the notion that the people most involved in a given community's school system are also the people best suited for establishing the goals, identifying the needs, and planning the ongoing direction of the school. The evolution of this concept into the development of a teacher center program is studied in this report. Information is presented concerning the two programs' procedures for dealing with needs assessment, inservice programming, organization and publicity needs of a teacher center, administration, program development and funding, and dissemination of research information gathered through program activities.
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Teacher Centering

A Resource Book for Planning, Developing and Implementing a Teachers' Center

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Edited by
Robert W. Maloy, Ed.D.
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A Resource Book for Planning, Developing and Implementing a Teachers' Center

Teacher Centering

Edited by
Robert W. Maloy, Ed.D.
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With Articles by:
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Robert Schilling, Jr.
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The SEED Center

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Preface

The goals of Teachers' Centers in American education have been premised on greater teacher control in educational processes, more community involvement in schools, and the shaping of programs around the needs of local areas. However, no single formula for achieving these goals has emerged from the experiences of over 150 teacher center programs nationwide. Rather, each center has adapted to its own local circumstances the methods and strategies used by its various counterparts in the pursuit of educational innovation.

Teacher Centering looks at the experiences of two separate programs in neighboring communities in Western Massachusetts which have approached the development of a teacher center in essentially different ways.

One of the programs, the Teacher-Community SEED (Sharing, Exploring, Educating and Developing) Center in Shelburne Falls, Massachusetts, has since its inception responded to the need for teacher-generated and controlled programs by providing in-service activities, staff development, community education, and material resources for the regional school district it services.

The other program, the Greenfield Secondary Schools Project, (GSSP), in Greenfield, Massachusetts, originated as a comprehensive study of secondary education from the perspective that the people most involved in a community's schools are the people best suited for establishing the goals, identifying the needs, and planning the on-going direction for the schools. The GSSP has moved steadily toward program development in many of the same types of areas as the SEED Center, thus undergoing a metamorphosis from an education study to a teacher center program.

The SEED and GSSP programs are presented as they are currently happening, and as program directors, we are actually experiencing them. It is from this perspective that the programs' similarities and contrasts should become apparent; the SEED Center and GSSP are following different routes to similar conclusions, each providing comparable, as well as, different services to their school systems.

The Teacher-Community SEED Center serves a nine town, six school, regional district in the western part of Franklin County, the largest school district, geographically, in the State. Now in its fourth year, the SEED Center is funded by the Massachusetts Department of Education Title IV C, ESEA, "Innovative Projects Program," along with direct local support and additional in-kind contributions. Available dollars for the program have varied over the course of its four years from a low of $13,000 in its first year to a high of $24,500 in its current year.

The Greenfield Secondary Schools Project is now in its third year. In its initial two years, the Project was funded for a total of approximately $22,000 as a demonstration program of the Massachusetts State Department of Education's Comprehensive Secondary Schools Planning Project, and received matching contributions from the University of Massachusetts School of Education. In its third year, funding presently combines direct local support of $10,000, self-generated grants, such as an $118,275 CETA Youth Community Conservation and Improvement Project (YCCIP), and continuing University involvement.

Both the nine-town regional school district served by the SEED Center

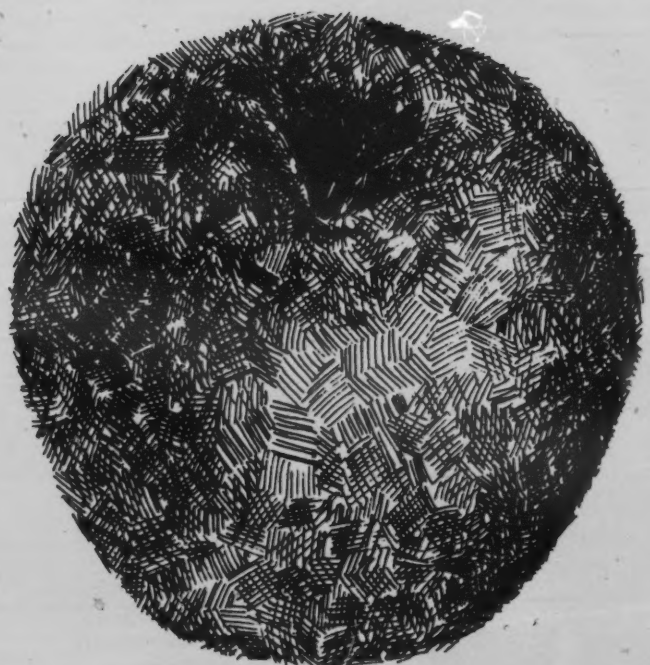
and the Town of Greenfield are rural, financially limited school systems. Issues of declining enrollments, teacher layoffs, and fiscally conservative approaches dominate in these communities. With few new programs being initiated in the schools, neither the nine-town school district nor Greenfield appears on the surface to provide a climate adequate for the initiation and development of a teacher center.

The programs of the SEED Center and the GSSP are an ever increasing collection of possibilities. The goal is to match ideas with people interested in making those ideas happen. The very process of exploring new directions in the schools has generated more expansive options for our programs to develop. The momentum created has been self-renewing.

The format of Teacher Centering combines personal commentaries and documents from our programs organized around those areas we have found to be keys to teacher center development. The purpose of this book is to highlight the major program issues and day-to-day concerns faced by the SEED Center and the GSSP. In this way readers may draw ideas, identify problem areas and select possible options or alternatives for their own situations based on what we have found to be successful and/or appropriate components of a teacher center.

The descriptions and documents that follow are taken from the different activities offered at the SEED Center and the Secondary Schools Project over the past four years. Our programs were, of course, designed to meet local needs and cannot simply be duplicated elsewhere. They do, however, serve as a variety of possibilities available to schools through the process of "teacher centering."

Program Overviews



Program Overviews

"Program Overviews" provides a historical review of the teacher center programs developed by the SEED Center and the Secondary Schools Project. It is also intended to provide a perspective of the programs as they are evolving within our school systems.

Three types of documents are included. First, there are brief synopses of the SEED Center and the Greenfield Project. These describe the movement of both projects from their beginnings to the present.

Second, there is a listing of objectives for the SEED Center drawn from the State Title IV-C evaluation of the SEED program. The objectives list offers a summary of those teacher center goals the nine-town SEED Center school district identified as most important.

Third, we have included programs reports for the 1978-79 SEED Center and Secondary Schools Project years. These reports show dramatically what can be done in one year of teacher center activity.

Steven Germain

An Overview of the SEED Center

The Teacher/Community SEED Center, from its beginnings, has sought to adapt the idea of a teachers' center to the needs and interests of a school district comprised of nine towns and six schools. As evidence of its success, the SEED Center has been found to be of such merit that the Massachusetts State Department of Education awarded funds, for the Program's third year, to encourage other school systems throughout the state to develop similar programs.

The SEED staff, in conjunction with an advisory board, coordinates a wide range of services: a staff development program, district-wide in-service opportunities, parent and community services, a library of curriculum and professional materials, adult education and workshops, curriculum coordination and development assistance, grant writing, and communication with other local agencies and resources.

The Center is centrally located in an old school building now used primarily as administrative office space. It is an inviting and comfortable place for teachers to meet with other teachers about mutual concerns, to browse among the variety of professional books, materials and magazines, to construct learning tools and games, and to just chat in a relaxed atmosphere with people who share similar interests.

An important element leading to our success has been groups of concerned teachers and administrators who have worked with Center staff. At each school served by the Center, they have helped to assess the needs and interests of teachers in terms of materials, workshops, etc. In-service credit and release time has been made available to enable interested individuals to participate in planning SEED Center activities.

Another key element in our success has been the built-in flexibility to shift program emphasis according to available resources. Last year, for example, we received a grant to hire a poet-in-residence for the High School. Thus, we worked with English teachers to emphasize poetry in the schools.

Programs at the SEED Center have varied from year to year as needs and interests dictated. The first year, the SEED Center was involved in studying the educational needs of students in grades five through eight. This study resulted in the formation of a middle school committee, and culminated three years later, with the assistance of the SEED Center, in the securing of a middle school planning grant.

The Shelburne SEED Center is now a working model for other school systems. We are, in fact, maintaining current funding, in part, with State dissemination money. And, as such, we are mandated to provide other systems with consulting and support services. We have found most systems to be receptive to the teachers' center philosophy. Indeed, they welcome the opportunity to enhance the quality and enrich the program of education in their school districts. The SEED Center will continue to grow and change as local needs and realities also change.

Robert F. Schilling, Jr. The GSSP: An Emerging Teachers' Center

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The Greenfield Secondary Schools Project (GSSP) was formed in 1977 as a response to difficulties encountered in secondary special education relative to the implementation of the Massachusetts right to public education law, Chapter 766 (precursor of P.L. 94-142). The Project embodies a consensus of opinions from the Brandeis University Conference on Secondary Special Education (February, 1977), and was formalized in two subsequent meetings where members of the Greenfield School System, University of Massachusetts School of Education, and the Massachusetts State Department of Education developed "a philosophic vision, using Greenfield as a prototype, of what secondary education might strive to become...". It was a most unusual beginning for what is evolving into a most unusual teachers' center. This evolution requires a bit of history to understand.

The GSSP began with an extensive survey of the needs and problems facing the secondary staff, students, and community regarding education in Greenfield. Its intention was to make an open-ended examination of the processes of change in this system, exploring ways in which each of these groups might be assisted in meeting their own needs and solving their own problems. The Project's philosophy, "that those people most involved in a community's schools are the people best suited for establishing the goals, identifying the needs, and planning the on-going directions for the schools," ("people", in this case, includes students, administrators, staff, school committee members, parents, and other citizens concerned with secondary education in Greenfield), was a realistic recognition that successful change requires input from, and a high level of understanding and cooperation between all those who must be part of the solution.

In accordance with this philosophy, the GSSP created a democratic committee network governed by an Executive Committee. This committee, with 20 members representing the staff, student, community, and administrative constituencies, and including one State and one University resource member, provides the format and opportunity for inter-group communication, discussion, and decision-making in all aspects of the Project's activities. A full-time Executive Director represents this voluntary membership and oversees the daily operation of the Project, its programs and activities. It is the Director's responsibility to supervise the administrative staff, and generate program, budget, and funding proposals for Committee consideration.

Four "Action" committees now exist representing the staff, student, community, and, as of this year, elementary (school) interests. These groups operate some of the Project's programs, and prepare on-going assessments of the needs and priorities of their constituents. Proposal writing and public relations committees provide essential support services, and are comprised of a cross-section of Project members. Each committee has a chairperson who is also a member of the Executive Committee, assuring communication and representation of that body in the decision-making processes.

The GSSP, while essentially comparable to other teachers' centers, has several unique qualities. Most obvious is the expanded membership. Our format might more aptly be called a teacher/student/community cooperative since it provides programs and activities which are designed to be available to, and which address the needs of all school/community constituents. The Mini-Grant and TRADES programs are good examples of this approach.

We also believe we have benefited from our novel beginning. By starting with a broad examination of needs as described by the individuals experiencing them, we avoided many pre-conceptions about what form our structure and approach should take. We discovered a variety of problems; some shared by all groups, some with a singular nature but perceived differently by each group, and several combinations thereof. The implications for effective solutions are quite different when viewed from this perspective.

Because we were a program without a pre-defined mode of operation and without the need for a physical structure, i.e., a building, we discovered that we could run effectively a number of programs with a minimum of office space. We are only now outgrowing a two-desk office, and pursuing a larger facility; this after three years of operation. The benefits of such an approach are two-fold. First, we are now sufficiently established, credible, and experienced in grant writing to make the obtaining of external funding reasonably certain. Second, we have discovered that some programs and activities are more effective when run "on-site", and will continue to operate in this fashion.

Finally, we also found ourselves unhampered by preconceptions concerning the size of needs we could address or the means we might explore to address them. Hence, we have explored resources, funding, and programs outside the system and field of education. Ties with other human service agencies such as CETA, the Beacon Clinic's Drug and Alcohol program, and the Greenfield Department of Public Works have yielded funds and material support, and allowed us to develop mutually beneficial programs with shared resources. The $118,000 TRADES program and the High School Drug and Alcohol Education program are examples of such cooperative efforts.

As you examine the following chapters which describe the nuts and bolts of this Project's assembly, processes, and operation, keep in mind the Project's underlying philosophy. It is the key to a unique perspective of the process of "teacher centering".

Gwen Van Dorp

Effectiveness:
Objectives of the Shelburne SEED Center

OBJECTIVE I

1. To develop and implement an in-service education program for nine-town teachers.

2. ACTIVITIES:

   A. After-school workshops

   Format: After-school workshops are given as two-hour introductions to an idea, skill, or topic of particular interest to teachers in our district. In-service credits (15 hours of workshop time equivalent to one graduate credit) were given for the majority of workshops. Emphasis was placed on sharing skills within the district whenever possible.

   Location: In the first year (1976-77), most workshops were held at the SEED Center. In the second year, particularly second semester, workshops were held in schools whenever possible, to make them more convenient and accessible for teachers. These workshops were also open to the community.

   Population Served: Of 21 workshops offered in the first year, attendance was approximately 170 teachers and community members, or an average of 8 people per workshop. In the second year, 27 workshops were offered, and approximately 180 participated (this figure represents approximately 55 individuals, some attending many workshops, others only one).

   Facilitators: There was an increasing emphasis on using resources and skills from within the district to lead these workshops. Of 21 workshops the first year, 9 of these were facilitated by people who worked and/or lived within the nine towns. First semester second year, 5 out of 12 workshops were facilitated by in-district people. In the second semester of the second year, the ratio had risen to 12 out of 15 facilitators coming from within the district.

   Topics: Emphasis was placed on presenting knowledge or skills which could be directly applied in the classroom. Topics were chosen on the basis of results from needs assessments, availability of skills, personal contact and requests, current educational developments, federal regulations and mandates, etc. See list of topics in Appendix. Workshops were offered to both elementary and secondary teachers; several were designed primarily for secondary, most were found to be more appropriate and helpful for elementary teachers.

B. Graduate courses

Format: Courses were offered through the SEED Center for which graduate credit was available through North Adams State College, Westfield State College, and/or University of Massachusetts. Standard format was 15-week, 45-hour course for 3 graduate credits. The courses were open to anyone in the nine towns and surrounding areas, with preference given to nine-town teachers.

Location: Graduate courses were given at the SEED Center, with the exception of the Environmental Biology course which was held at UMass and Mohawk Trail Regional High School.

Population Served: Two graduate courses were offered the first year with an average of 14 participants/class. Two courses were offered the second year, one with an enrollment of 13, the other (Environmental Biology) with 30.

Facilitators: Course instructors were professional teachers (at elementary, high school or college level) from surrounding communities, i.e. Greenfield and Amherst.

Topics: Transactional Analysis and Parent Effectiveness/Teacher Effectiveness Training were offered the first year. Authenticity in Teaching and Counseling was offered first semester second year. As a result of a grant obtained from The National Science Foundation, a course entitled Environmental Biology and Its Societal Effects was offered beginning second semester of the second year.

C. Curriculum release day programs

Format: Release days are incorporated into the school calendar; the SEED Center has played a part in planning the programs to be held on some of these days. In the first year, one of these programs was held at the SEED Center, and planning was done by the Director and school principals concerned. The planning role of the SEED Center increased in the second year. One program was planned by the Director and the Special Education Administrator, another by the Director and Reading Supervisor, and the third program by the SEED Center alone, with participants from the Hays-Fulbright Multi-Cultural Project to Trinidad and Surinam. Format was usually one-half day, and varied from lectures to workshops to displays.

Location: These programs were held at the SEED Center, at Mohawk Trail Regional High School, and at Buckland-Shelburne Regional School.

Population Served: Nine-town teachers; some programs were for K-8, some for K-12. The first year release day program held at the SEED Center (Curriculum) was for teachers from Hawlemont and Sanderson Schools. The Special Education program in the second year was mandatory for the entire district. All elementary teachers participated in the Multi-cultural program, except those from Hawlemont School. The final program, a Book and Materials Display, was open to all interested teachers, K-12.

Facilitators and Topics: Noted specialists were contacted to speak on topics of particular interest to the district, especially those related to new federal mandates and regulations (i.e. 766, Child Abuse, Multi-cultural Education). For the Book and Materials Fair, representatives of more than 20 publishing companies displayed their products.

New developments: SEED Center involvement in in-service workshops led us to the conclusion that the program was extremely valuable for teachers, but that the after school format was an inhibiting force for many teachers. The rural nature of our districts, the number of working mothers, the distance to be traveled, the need for supplementary incomes in addition to teaching salaries, larger class loads, and the unsettled climate in many of our schools have influenced workshop attendance. In examining this issue, our Advisory Board recommended that the SEED Center coordinate release-day activities among nine-town schools. The 1978-1979 release day schedule, developed cooperatively by principals and SEED Center director, allows for teacher planning of four half-day workshops. The concept of teacher sharing embodied in our after-school workshops will now be possible during curriculum release days. A teacher team will receive training in planning, coordination, and implementation of this program. A smaller number of after-school workshops will also be offered.

D. Teacher exchange program

Format: During December, 1977, and January, 1978, approximately 30 teachers of grades five, six, seven, and eight participated in a teacher exchange program. Given a choice of classrooms to visit, each teacher spent a full day in the classroom of a colleague; this host teacher later spent a school day in the visiting teacher's classroom. Well over 90% of participating teachers felt that this experience was worthwhile and should be repeated.

New developments: Elementary teachers from all nine-towns, by request, will also participate in an expanded exchange program during the fall of 1978.

E. Information about opportunities outside nine-town area

As we became aware of conferences and workshops for teachers, we forwarded information to be posted in teachers' rooms. Articles from professional publications, information about graduate courses and programs, and news about educational opportunities and resources were also shared through our newsletters and actual displays. In some situations, we coordinated the registration and travel arrangements for teachers attending outside conferences and workshops.

New developments: We hope to have a bulletin board display in each school on a regular basis beginning in late September or early October of 1978.

3. DEGREE OF ATTAINMENT:

The best indication of the success of the SEED Center in-service program is the active involvement of district teachers in the program. Attendance at and response to various activities has showed strong support for the program. Although after-school workshops have proved to not be the best format for many teachers, 34 teachers did participate in the second year and those who attended regularly were very enthusiastic. Based on the quality of these workshops, the Advisory Board recommended that the SEED Center participate in planning for release day programs. Graduate courses were also felt to be very worthwhile by those who participated. Surveyed response to the Multi-Cultural workshop given for four elementary schools was overwhelmingly positive. Content of this workshop was perceived as being directly applicable to the classroom. The 5-8 program also received highly positive response. For the most part, participation in these activities has been much greater on the part of elementary teachers than secondary. Only in the second semester of the second year did the SEED Center manage to become significantly involved with high school teachers in the area of in-service education.

Even more than attendance and positive response to activities, the crucial involvement of teachers has been in the planning aspects of in-service education. Teacher responses to a needs assessment isolated many workshop and graduate course topics for the second and third years. Advisory Board members participated in workshop and release day planning. Eleven teachers have been workshop facilitators. Planning has also been the area where the most involvement with secondary teachers has been seen. The SEED Center worked closely with a group of high school teachers throughout the spring of 1978 to help design a more coordinated staff development program to better meet teacher needs. In the third year the role of teachers in the development of an in-service program will continue to expand. The SEED Center has

successfully involved district teachers in sharing their educational ideas, concerns, and skills, and in taking increasing responsibility for in-service education.

Although records are not complete, available information indicates that during the 5 years preceding the SEED Center, a total of 4 graduate courses and 15 workshop-type events were offered. Some of these workshops were single afternoons or evenings, and there was at least one series. However, these workshops and courses were isolated activities not part of a coordinated in-service program. In the two years of SEED Center operation, 6 graduate courses were offered and 4 filled; 48 workshops were given; and the foundations were laid for teacher input into release day education and other inservice programs.

Evaluation methods for the in-service education program have included head counts, surveys, individual responses and observations. See Appendix for details.

OBJECTIVE II

1. To develop a library of educational resources for the nine towns.

2. ACTIVITIES:

Much of SEED Center money, energy, and staff time has been spent in compiling a library of resource materials which now occupies shelves at the SEED Center. This library includes professional books, magazines, pamphlets, learning kits, learning games, and other materials. (See catalog in Appendix) Kits were developed over the first year, and there are now 11 available for teachers and others who work with children to borrow, usually for two-week periods. A large number of learning games were donated by a former teacher. Other donations have included a telescope, stage makeup, many books and magazines. The materials are assembled in shelves around the meeting area, very accessible to browsing. A teacher committee was responsible for selecting the materials and books to be purchased, after the committee had received suggestions and requests gathered by each Advisory Board representative in her/his school. There is also a vertical file of pamphlets and printed materials on a wide variety of topics.

In addition to these concrete materials, the SEED Center offers a number of supportive services which supplement the library. Learning kits are rented from the Boston Children's Museum upon teacher request. School visits by SEED Center staff include delivery of library materials requested by teachers or thought to be pertinent. Interlibrary loan among the schools of the nine towns makes a great number of books and materials available to all in the area. Kits from the Arts Resource Center in Greenfield are loaned to teachers in the nine towns through the SEED Center. Human resources are also shared through the SEED

Center. For instance, if a teacher is studying a particular country with her class, the SEED Center passes on any available information about people in the schools and communities who have knowledge or artifacts of the country. At present this is done informally, but one of next year's projects is to compile a catalog of resources which teachers have to share with each other. SEED Center staff also function as human resources in activities such as the Mohawk High School Creative Arts Festival, and Buckland-Shelburne School Project Explore, where both the Director and Assistant Director gave workshops. In general, the SEED Center functions as a central clearing-house for educational resources of all kinds.

The SEED Center has certainly succeeded in compiling a diverse and extensive library of materials and other resources. Teacher use of the library is significant, although our records are not accurate enough to document actual use (approximate figures given in Appendix, but these are low). The catalog of available materials was not compiled until the summer of 1978, so we anticipate increased use in the future when teachers are aware of all that is contained in the library.

The SEED Center provides the only central location and organization for coordination of educational resources in the nine towns. Individual school libraries are extensive, but the SEED Center offers resources in addition to standard library content which are unavailable elsewhere.

Evaluation of the library and its resources is based on response to surveys, records in our card file, and personal responses and observations.

OBJECTIVE III

1. To provide educational programs for community members and their children.

2. ACTIVITIES:

   A. Mini-courses

      Format: The SEED Center has offered to the community a series of mini-courses; the five-week, fifteen-hour classes focus on a particular skill or art form. Usually taught by a local person, these classes are open to anyone with preference given to nine-town residents when limited by space. Minimal charges for the course (generally $15.00) pay for the instructors' services and materials.

Location: Mini-courses are held at the SEED Center.

Population Served: In the first year, four mini-courses were offered with an average of thirteen participants per course. Three courses were offered first semester of the second year (Fall, 1977) but only one filled with eight participants. During second semester, twelve courses were offered; the ten courses that were held served 88 participants. The Summer '78 program offered eight courses of which three filled for a total of seventeen participants. Three childrens' courses are included.

Facilitators: The majority of mini-course facilitators reside within the nine-town area. During 1976-1977 school year, three out of four facilitators were from the nine-towns; twelve out of fourteen community members facilitated workshops during the 1977-1978 school year.

Topics: Mini-courses covered a diverse variety of topics, mostly in the arts and crafts. These topics were chosen on the basis of available instructors as well as on requests for courses from community members.

B. Other programs

The SEED Center has offered a variety of other programs of interest to the community. These have included a regular Story Hour - an hour every Wednesday morning of stories, games and fun for pre-school children; a series of Saturday Morning Specials - two or three hour classes in a craft or other leisure topic; and a variety of workshops - a houseplant clinic, a soil testing clinic, recycling crafts and clothing, Parent Effectiveness Training, photography for kids, and several open houses. In addition, SEED Center staff has been available for special presentations for community groups. Presentations have been given to Parent-Teacher Organizations, Senior Citizens, the Kiwanis Club, school committees, teacher and other professional groups, and more than a dozen student groups. The SEED Center was also an integral part of the planning and implementation of a summer recreational program for nine-town children ages 6-12. This program was in cooperation with the West County Youth Program, Inc.

The community education program developed by the SEED Center has been highly successful as evidenced by the number of participants. Two vital services have been offered through these courses: First, the opportunity for community members and teachers to interact while pursuing common interests, and secondly, the chance for local and area artists to share their skills. We have discovered that certain times, formats, and course topics are far more popular than others but hope to continue to offer a wide variety

of options as a supplement to the Adult Practical Arts Education Program. The popularity of mini-course offerings is clearly demonstrated by the interest of people from as far outside the nine-towns as Sunderland (20 miles) and Orange (40 miles). One of the favorable by-products of the mini-course program is the chance for residents of different communities to mix and share educational experiences. Other programs were generally successful, though certain formats (Saturday Morning Specials) did not work well. In particular, the special presentations by SEED Center staff, which were not a consciously designed program, but merely an available service, evolved into an important resource, as shown by the number of requests.

Because these community services were unavailable before the SEED Center, we are concluding that the attainment of the objective can be attributed to our program activities.

Methods of evaluating the programs include enrollment figures, survey results (informal and formal), and individual responses and observations. Because many of our courses are in direct response to requests from potential instructors and class members, the continuation of these requests attests to the positive link we are providing.

OBJECTIVE IV

1. To provide meeting space and other supportive services for teachers and the communities.

2. The SEED Center meeting area houses couches, tables, chairs, and a constant supply of coffee, tea, or "Tang". This brightly colored space is surrounded by bookcases and shelves filled with professional materials. Used by numerous school groups, community organizations (over 20) and individuals, this meeting area can be reserved by anyone in the nine-town area. It is also used for regular SEED Center workshops, mini-courses, and graduate classes.

   Other support services include a laminating and drymounting press, duplicating machines (xerox, ditto, mimeo), darkroom facilities, typewriter, recycle center, and cable TV. Other services have been added in response to needs as they arise. Graphics, lettering, and referrals to other organizations fall into this category. Laminating and drymounting is done free of charge for teachers and community members. Duplicating costs are for materials only. The darkroom, supported by a "Pay What It's Worth Plan", is complemented by mini-courses in Basic Darkroom Techniques. The recycle center is constructed of large cardboard tubes full of disposable household materials (milk cartons, juice cans, cigar boxes) and other usable scraps (leather, fabric, styrofoam, wood, wallpaper). These are available to anyone in the community free of charge with the supply of materials

continued by donations from community members. Graphics and lettering have been done by SEED's assistant director in response to requests from a variety of groups including schools, service clubs, West County Youth Program, West County Outreach, and a local dance school.

The need for and success of the community services is indicated simply by the extensive use these services receive. None are available as conveniently and inexpensively elsewhere in the nine towns, and some (laminating, duplicating services, darkroom, and recycle center) are not otherwise available at all. Only the duplicating equipment was available before SEED opened and a much longer waiting period was necessary. These services have been publicized through newsletters, catalogs, and news articles.

Methods of evaluation are a log of service use (record keeping has been sporadic, however.), surveys, and individual responses and observations. The number of requests for services is continually increasing. One important outcome of these services, particularly availability of meeting space, is the increase in programs sponsored by outside organizations. In many cases these programs would not otherwise be available to nine-town residents or, if available, not as easily accessible.

OBJECTIVE V

1. To disseminate information about SEED Center programs, resources, and services to nine-town teachers, community members, and to interested individuals and groups outside the nine town area.

2. ACTIVITIES:

   A. Newsletters: Since early in the project, a regular newsletter (both sides of legal size paper) has been distributed throughout the nine-town area. Of the 2500 copies printed each issue, the majority are sent home with students. Others are left in community "centers" and mailed to individuals and organizations on our mailing list. During our first year the articles were written by community volunteers; upon filling the position of assistant director, responsibility for the newsletter became part of her job description. Although our format has remained relatively consistant, editorial emphasis has shifted towards more news articles.

   B. Newspapers: During our first year, major newspaper coverage was provided by the Greenfield Recorder with one article in the Springfield Union. The Recorder has continued its coverage; the Town Crier, a county advertising weekly, has also provided comprehensive coverage of courses and events.

C. Magazines: Early in 1977, an article about the SEED Center appeared in a magazine produced by the "New England Media Association". The SEED Center has also been described in "In Touch", a magazine distributed quarterly by the Integrated Day Program, School of Education, University of Massachusetts. The Teachers' Center Exchange, a San Francisco and Washington, D.C. based educational organization, has included information about the center in their supplement to the "Directory of Teacher Centers".

D. Media: In addition to regular spot announcements on WHAI, Greenfield, radio coverage has included an interview with Mary Kay Hoffman of the Arts Council of Franklin County. Excerpts of a panel discussion and a subsequent interview with the director will be part of a videotape recording to be made available through the Massachusetts State Department of Education. This panel discussion was part of a state sponsored program for Superintendents of Schools interested in seeking federal funding for teacher centers.

E. Teacher representatives/Advisory Board: During the first year, each school selected one representative to the SEED Center. This committee of teacher representatives was responsible for communicating information about programs, resources and services to their school staff, and often members were asked to poll colleagues for responses to certain issues. Because this function duplicated responsibilities of Advisory Board members in some cases, the Advisory Board was restructured to include these communication functions. Non-teaching Advisory Board members also help disseminate information as do school principals.

F. Personal appearances: In addition to personal appearances previously mentioned, the project director has participated in presentations in Hartford, CT, San Francisco, CA, and Wilmington, VT as well as in informal presentations in Trinidad, W.I.

G. Other: Direct mailings (within nine-towns, to all schools in Franklin County, to ESEA Title IV-C Advisory Board members), posters, displays, open houses, and school committee proposals and presentations are all additional ways of disseminating information about our project.

3. Both the quality and quantity of dissemination materials are indicative of our degree of attainment. Growth over the past two years is shown through the expansion of contacts outside the nine-towns, the addition of dissemination vehicles, the increasing response to our activities, and the number of "firsts" at SEED Center functions.

4. Success of dissemination efforts is evaluated by response to our activities, by survey results, and by individual responses and observations.

OBJECTIVE VI

1. To coordinate a staff development program, for administrators and teachers of grades five through eight.

2. ACTIVITIES:

   A. Program origin: Mohawk Trail Regional High School serves students, grades 7-12, from five autonomous elementary schools. During the fall of 1976, several influences prompted the creation of a staff development program involving teachers from all of these schools:

      Many seventh grade students were experiencing difficulty with the transition from elementary classrooms to the much larger junior-senior high school

      A small group of parents began meeting to discuss the problem.

      Teachers expressed a vital need to improve communication between elementary and secondary teachers.

      Administrators felt that this problem was of a high priority.

      The SEED Center wrote a short proposal which asked administrators to give release time to a small group of teachers from both levels.

      Administrators and SEED director attended a day long workshop (set up by SEED) which resulted in a force field analysis and action plan.

   B. First year program: highlights

      A school committee proposal, signed by all principals and the Superintendent of Schools, was approved by all seven school committees. (written by SEED Center)

      Four full day workshops were held for administrators and teachers. At the fourth workshop teachers voted unanimously to continue during the 1977-1978 school year and to elect a team of teachers to plan and implement the program.

      A booklet containing biographical sketches of teachers was printed.

   C. Second year activities:

      After many meetings, a school committee proposal containing the program goal and objectives was written. All school committees approved.

A teacher exchange involved all teachers of grades five through eight. (See Appendix)

A series of workshops and task force meetings were held during two and one half release days.

The teacher steering committee unanimously recommended that long term planning be accomplished.

Parents became involved in an evening program and in plans for a cooperative field day orientation program.(rained out three times!)

A curriculum guide stating what is presently being taught was printed and distributed.

Administrators agreed to meet in a two day, long-range planning session during August, 1978. Steering committee members will join in on the second day.

A small professional library on middle schools and adolescents was begun.

D. Other effects and occurrences:

Participants were exposed to a wide variety of information about the early adolescent child.

Many reputable consultants facilitated workshops. (see Appendix)

Over 25% of the program participants attended outside workshops on middle schools; these conferences ranged from in-state to San Francisco, CA (See Appendix)

A joint curriculum coordination budget was started.

3. A major indicator of this program's success is the continued support of parents, administrators, teachers, and school committee members. Observation and comments by parents and teachers show that students are less concerned about the transition than family members who had previously made the transition. However, no formal statistics about student reaction have been obtained. Teachers have overwhelmingly supported the program as indicated by workshop evaluation forms, surveys, and verbal feedback. Administrative support is indicated by verbal feedback, continuation of funding, commitment of time for planning, and continued creative involvement in workshops. The importance of the SEED Center's involvement can be confirmed by administrators and steering committee members. The SEED director wrote school committee proposals; called and facilitated all planning meetings;

arranged for consultants; ordered professional materials; coordinated all workshops; monitored the budget; informed others of outside workshops and arranged for transportation and registration; provided feedback to teachers and administrators; and arranged for summer planning. Considering the obvious lack of other central administration and the amount of time given to this program by the director, the existence of this program without the SEED Center is doubtful at best.

ADDITIONAL OBJECTIVE VII

1. To provide support services for administrators.

2. ACTIVITIES:

   A. School committee proposals: SEED Center staff has written many proposals that have been submitted to and approved by nine-town school committees. These proposals include grant approvals, program plans (5-8, Glasser workshops on discipline, coordinated staff development program) and inter-school student activities.

   B. Administrative functions: Facilitating principals' meetings, writing agendas, polling viewpoints, scheduling regular meetings, serving on committees, and clarifying state regulations.

   C. Administrative workshops: The director planned two half-day workshops on teacher evaluation, two goal setting workshops, and a leadership workshop. She also facilitated the teacher evaluation workshops.

   D. Program coordinator: Programs coordinated by the SEED Center include the 5-8 staff development program, the coordinated release day program, the Glasser workshops, parent-teacher organization representatives, administrative workshops, and a sixth grade class day.

   E. Co-sponsored programs: The SEED Center has co-sponsored programs with the Special Education Director, the Reading Supervisor, the Coordinator of Library and Media Services, the Title I director, ELP coordinator, and principals.

   F. Clearinghouse: SEED has served as a link to educational resources outside the nine-town area. In addition to working with a number of outside organizations, we communicate with teachers and administrators through sending articles, notices about workshops and programs, books from our professional library, and research on education. We also coordinate cooperative efforts between schools.

3. Some of these functions were previously accomplished by an Administrative Aide. However, since this position is no longer part of the organizational plan, no one else is in a position to fill these needs. The verbal support of administrators and the ever increasing amount of responsibility indicate that this objective has been attained. Because of the subjective nature of "support", we only can present the perceptions of administrators and of ourselves as evidence of attainment.

ADDITIONAL OBJECTIVE VIII

1. To provide assistance in securing outside funding for nine-town schools and communities.

2. ACTIVITIES:

The SEED Center staff has written and assisted others in writing proposals for funding a wide variety of projects. Of these, several have been funded:

A. Funded proposals:

West County Youth, Inc.: A $400 grant was obtained from the Arts Council of Franklin County to offer a "Super Summer" program for nine-town children, ages 6-12. SEED helped write the grant proposal and is participating in the implementation of this six week program.

SEED assistant director: A full time assistant was funded for the 1977-1978 school year by CETA of Franklin County.

Health Education Coordinator: A $15,000 grant was awarded to the BCS Regional School from the Department of Public Health, Division of Family Services. This one year grant beginning in September, 1978 will result in eight learning kits on four areas of health education. A teacher team will help develop and pilot the kits.

National Science Foundation Grant: Through the SEED Center, the nine towns became the target population for a $40,000 loan granted to the Department of Environmental Science and the School of Education at the University of Massachusetts. During the 1977-1978 school year and the following summer, nine-town teachers were given the opportunity to enroll in a six credit graduate class on "Environmental Biology and its Societal Effects". The course was free of charge, most meetings were held at the local high school, and when travel was required all expenses were paid. Approximately 25 teachers participated.

B. Uncertain funding:

Vocational Education Grant: During the spring of 1978, a group of teachers wrote a grant to expand the business department facilities and course content at Mohawk Trail Regional High School. SEED helped facilitate the writing procedure through meeting with teachers to write the grant proposal. Funding notification has not yet been made.

Kathy Dunn Dancers: Noted children's book author and illustrator Eric Carle is interested in helping a local teacher obtain funding for a children's dance curriculum, based on his work. The SEED Center has worked with Eric Carle and Kathy Dunn in the clarification of and subsequent writing of the dance program objectives and action plan.

CETA: The SEED Center has written grants for the position of Assistant Director and for a secretary/messenger/librarian. Notification has not yet been made.

C. Funding denied:

Program for the Gifted and Talented: During the spring of 1977, SEED assisted the coordinator of the Extended Learning Program in the writing of a federal grant. The grant was not funded.

Hilda Weeling Fellowship: A request for funding to provide teachers with financial support and educational guidance in developing a middle school curriculum was not funded. Written as an outgrowth of the 5-8 program, the grant was submitted under the name of the local teacher association president.

D. The funding process:

SEED Assistant Director attended two different series of workshops on grant writing. Materials and processes have been shared with nine-town community members and teachers.

3. The number of grants written and the number funded indicate that this objective was successfully attained. With the exception of some negative feedback on the NSF course, the grants have been perceived as being valuable by those involved. Evidence that the SEED Center was responsible for obtaining these grants is mostly subjective. Our active involvement can be clearly documented and/or confirmed. Would these grants have been written without us? In most cases, no. Because of the limited number of other grants written without our involvement and because of the lack of central personnel with the time and experience to write the proposals, additional funding would not in most cases be sought.

ADDITIONAL OBJECTIVE IX

1. To enhance nine-town community services through support and coordination with other area organizations.

2. In-depth cooperation with area organizations was an unplanned aspect of SEED Center programs which evolved naturally as our contacts in the community expanded. As organizations learned about and made use of SEED Center services, it became apparent that these services offered more than convenience and otherwise unavailable or hard-to-find resources. In particular, the availability of meeting space emerged as a more valuable service than first realized, both to the nine-town community members who had access to new opportunities, and to organizations who were better enabled to serve the nine towns. For example, the Pittsfield Regional Department of Education planned a workshop in Multi-Cultural Education which they wished to make available to all teachers in the area of Massachusetts west of Pittsfield. While searching for space to hold the workshop, someone mentioned the SEED Center, and it followed that the workshop was held in SEED Center space. Due to the convenient location, 5 of the 12 participants were from the nine towns. Another example of this type of improved service to the nine towns is our involvement with West County Outreach, a human services organization for low-income residents of Western Franklin County, who contacted the SEED Center in early October 1977 to ask about space for GED classes they wanted to make available to West County residents. Once the space was obtained, the issue of child care came up. The outcome of this cooperation was a weekly two-hour child care service provided by the SEED Center Assistant Director for the 4-8 preschoolers whose parents were involved in the GED classes. Several weeks into the program, the SEED Center arranged for students from the Child Development class at Mohawk High School to help with the child care, giving them direct experience to supplement their classwork.

   The Child Care program is a good illustration of the kind of unexpected developments which occurred on a level beyond simple support and resource sharing. In this case and in several others, cooperation evolved to the point where SEED Center participation was an integral part of the organization's activities. Isolated examples of this occurred with groups like Valley Play School, where the Assistant Director spent two days presenting an involved program on Korea, the country the children were studying at the time. The program included sharing artifacts, pictures, songs and language, a dance performance, and a complete Korean meal which the children helped to prepare. Presentations have also been made for a number of other organizations. The most outstanding example, however, of this integral involvement in another organization's programs is "West County Super Summer". This free summer recreational program for 40 West County children was

conceived and planned jointly by the West County Youth Program and the SEED Center. The SEED Center Assistant Director helped in writing the grant proposal which was funded, designed and drew the poster, and was instrumental in making public relations contacts within the community. During the implementation of the program in the summer of 1978, the Assistant Director gave 1/3 of her time in planning and participation as a staff person, leading activities such as Arts and Crafts and Creative Dramatics.

3. The activities which have been possible through such cooperation with area organizations have been very well received. Personal response by staff members of the organizations concerned has been highly enthusiastic, and has indicated that such services and resources were simply not available before the SEED Center. In some cases, such as with West County Youth, the SEED Center participation has lent an increased validity to the program, particularly because of SEED Center relations with the schools. A survey was also distributed to area organizations with which the SEED Center has had extensive contact; see Appendix for results of this survey.

Document **SEED Center Annual Report 1978-1979**

TO: Superintendent of Schools June 1, 1979

FROM: Steven Germain, Director of SEED Center

RE: SEED Center Annual Report

In the interest of clarity all of the activities of the SEED Center have been broken down under one of the following headings:

1. Graduate Courses
2. In-Service Workshops
3. Release Day Activities
4. Mini-Courses
5. Mini-Grants
6. Dissemination (Statewide)
7. Library & Resources
8. Participation on Committees
9. Grants

1. GRADUATE COURSES:

The SEED Center offers a number of graduate level courses worth 3 credits through North Adams State College. The following courses were offered this year. (An * means there was sufficient enrollment for the course to be held.)

1. Systematic Training for Effective Parenting
*2. Survey of Humanistic Psychology (Fall)
*3. Transactional Analysis for Educators (Spring)
4. The Middle School Concept
5. Topics in Educational Change (Summer '79)
*6. Maintaining Sanity in the Classroom (Fall)

2. IN-SERVICE WORKSHOPS:

A number of in-service workshops are offered for teachers throughout the year. In addition a resource list has been compiled of area people with expertise in various aspects of education. This list will be an invaluable tool in setting up an expanded program of after-school, in-service options. Workshops offered were:

*1. Round Table on Curriculum Planning
*2. Chisonbop Math
*3. Puppetry in the Classroom
*4. All Day Middle School Workshop
*5. Arts Integration
*6. Being An Askable Parent

3. RELEASE DAY ACTIVITIES:

This year the SEED Center, along with a Staff Development Team consisting of faculty reps from each of the schools, organized workshops for all nine-town teachers during the three 1978-1979 release days. The following are the workshops that were held:

December 6
1. Community Resources
2. Working with Gifted & Talented Students
3. Health, Nutrition & Hyperactivity
4. Operating Audio-Visual Equipment
5. New Games

March 7
1. Recent Trends in the Law of Teacher Tort Liability
2. Nutrition Activities for the Classroom
3. Enhancing Self-Concept in the Classroom
4. Children's Literature
5. Inductive Thinking

May 2
1. Infusion of Art Into the Curriculum
2. Simulation Games
3. Reading & Writing Ideas
4. Teaching Thinking in Math
5. Hands-on Science
6. Teacher Burn Out
7. 600,000,000 Years of History: Local Geology

4. MINI-COURSES:
In addition to programs for Teachers the SEED Center offers workshops and non-credit courses of general interest to the public. The following mini-courses and workshops were offered this year. (* indicates the course was held)
*1. Creative Dance for Children
*2. Yoga at Mohawk
*3. Graphoanalysis
4. Pottery
*5. Calligraphy
6. Home Improvements - Do It Yourself
*7. Darkroom Photography
8. Color Darkroom Techniques
*9. Yoga
10. Silkscreening
*11. Creative Dance for Children
12. Quilting
13. Parent Support Group
*14. Being an Askable Parent
15. Poetry Mini-Course

5. MINI-GRANTS:
In March 1979, the SEED Center initiated a new plan to provide in-service programs and to foster creative learning projects for teachers and students. The SEED Center began offering small amounts of money and/or technical assistance to teachers in order to help implement creative projects of their own design. We believe this program is highly effective for the following reasons:
1. It individualizes staff development programs to meet specific needs.
2. Teachers have an active role in determining the use of funds for their professional growth.
3. It is a highly visible program which further promotes the idea and excitement of staff development.
4. In time we can expect to directly involve large percentages of teachers in staff development activities.
5. Follow up and evaluation are easily accomplished.

The following guidelines have been devised by the SEED Advisory Board to help determine acceptable mini-grant proposals. (The SEED Advisory Board reviews all mini-grant proposals.)
1. The project must be designed as a response to an educational need defined by the applicant.
2. The project should be a promising concept or practice which can serve as an example and is innovative in some way.
3. The project can be disseminated to other teachers within the nine towns.
4. The proposal should include a plan of action which must justify the requested resources and not merely be a means of providing materials and equipment.
5. The project must show a commitment on the part of the teacher to the proposed project.

In just two months we received twenty mini-grant proposals. The following is a list of proposals the SEED Center Advisory Board has decided to accept.

1. Hire a consultant to offer two days of poetry for children at Sanderson.
2. Funds to help bring the U. Mass. Symphony Orchestra and Jazz Choir to Mohawk for the Creative Arts Festival.
3. Registration fee for teacher to attend a conference on Dramatic Arts.
4. Funds to prepare two multi-media units on Greece geared towards the high school curriculum.
5. Funds to prepare a learning kit on the culture of Hawaii geared towards the elementary level.
6. Hire a consultant to work with all nine town librarians on the topic of Children's Literature.
7. Provide in-service credit to the Hawlemont faculty for study and discussion (after school) of curriculum and new approaches to general behavior problems.
8. Partial travel money to enable special subject teacher to attend conference in his specialty.
9. In-service credit for conference attendance.
10. Release time for teachers to prepare a standardized learning package for the high school on the writing of research papers.
11. Assistance in writing a grant proposal.
12. Money to make costumes for children for a Middle Ages Festival at Buckland-Shelburne.
13. Funds to hire musicians for the Buckland-Shelburne Middle Ages Festival.

Total spent funding mini-grants: $625.00 In light of the variety of proposals received in such a small time and the relative cost effectiveness of the program we feel this program has proved to be successful.

6. DISSEMINATION:

At the beginning of this year a team of outside evaluators from the State Department of Education "validated" the SEED Center program. This means that next year 1979-1980 we will be receiving approximately $19,000 in order to disseminate our program to other schools. Over 45 schools across the state have contacted us for information and we will be working with many of them providing a range of consultation services. These services will include: Single-session awareness activities and on-going consulting and full-scale adoption of the program. While there are restrictions on the use of this money (it must all be used towards the dissemination effort) its benefits to the SEED Center's continued operation are great. Primarily it means that the Director's salary will be paid by the state. This will enable the SEED Center to use the entire local contribution for programming.

7. LIBRARY & RESOURCES:

The SEED Center space was somewhat reduced this year in order to provide office space for the Special Education Department. However, we continue to provide a much used meeting space as well as our library of books, magazines and professional materials. We are also well used on a drop-in basis and have provided an enormous amount of duplicating and laminating service. In addition to our own learning kits and materials the SEED Center supplemented its collection by renting, on a teacher request basis, learning kits from the Boston Children's Museum. The following kits were rented for one to four weeks:

1. Alaska
2. Early America
3. Eskimos
4. Transportation
5. Animal Homes
6. Insects
7. Geology of the Boston Basin
8. Sea Life
9. Shells
10. Trees of New England
11. Indians who met the Pilgrims
12. Weather
13. Mexico
14. West African Village Life
15. Medieval People
16. Middle Ages
17. Winter Birds
18. Ancient Egypt
19. Geology
20. Trees
21. Printing
22. Shoes of Many Lands
23. Dolls of Many Lands
24. Pre-historic Life

8. PARTICIPATION ON COMMITTEES:

The Director of the SEED Center is in the position of being a link between the various schools. As such the Director's participation with different system-wide committees is a service provided by the SEED Center.

1. Staff Development Team - As a member of this team, the SEED Center has helped coordinate Release Day programming for all schools in the nine towns.
2. Middle School Committee - As a member of this team the SEED Center was able to not only participate in planning and brain-storming but was able to provide impetus by coordinating SEED Center resources with Middle School directions. Workshops, In-service, Graduate Courses were thus offered through the SEED Center to compliment the Middle School Program.
3. Principals' meetings - by participating in Principals' meetings we were able to not only better serve the needs of individual schools but to coordinate programs among the schools.
4. Faculty and Grade Level Meetings - By attending teachers meetings we are able to get a feel for the needs of the teachers in terms of professional in-service needs.

9. GRANTS:

The SEED Center is attempting to increase the range of grants applied for in order to increase both its own and the school educational options. The following is a list of grants we have recently written, been involved with, or are presently working on, as well as the results.

1. The Artists Foundation - Together with the English Department at Mohawk, we submitted a grant proposal for funding an artist in residence (poetry) for three months next year at Mohawk. Notification is pending. (May, 1979)
2. Far West Laboratory - The SEED Center received a small grant to cover travel costs for the Director to attend a conference of Teacher Center Directors in North Carolina. The subject of the conference was teacher center programming for High Schools. (January, 1979)
3. Far West Laboratory - We also received another grant to pay all costs to hire a national teacher center consultant to work with the SEED Center Advisory Board on goal setting. (January, 1979)
4. Tools For Schools - With the help of the high school shop instructors, the SEED Center submitted a grant application to the U.S. Department of Defense for over $20,000.00 worth of shop equipment for Mohawk. The grant has been approved but to date the program has not been able to locate the specific equipment we requested. Still pending. (April, 1979)
5. Polaroid Foundation - On behalf of the Special Education Department, the SEED Center wrote and received a grant from Polaroid of approximately $1500.00. We have received from Polaroid ten one-step cameras, 150 rolls of film and 80 flash bars. These cameras are circulated to teachers by the SEED Center. (May, 1979)

6. Title IV-C - The SEED Center prepared a fairly extensive bibliography for the Middle School grant written and submitted to the State Department of Education by Sue Silvester. The grant has been approved. (January, 1979)
7. CETA (Public Service Employment) - The SEED Center requested and was granted an 18 month position of Resource Materials Coordinator for the SEED Center. (February, 1979)
8. CETA (Adult Work Experience) - The SEED Center along with the business office requested and received a six month position of receptionist for the Crittenden Building. (November, 1978)
9. Danforth Foundation - The SEED Center submitted the Middle School grant proposal to the Danforth Foundation for funding. This proposal was denied by the Danforth Foundation. (March, 1979)
10. Public Welfare Foundation - We are currently preparing a grant for submission to P.W.F. for operating funds to help continue SEED Center programs for 1980-1981. (Current)

PART 2:

Next Year - 1979-1980:

Briefly stated we will continue all of the above functions. In addition to the above, the following changes or additions are currently being planned:

1. In-service workshops - We plan on offering a wider range of workshops than currently offered. Also we plan on offering many of the workshops at individual schools, thereby gearing them more directly towards individual faculty needs.
2. Mini-Grants - Continuation of this new program.
3. Traveling SEED Center - Upon recommendation of the SEED Center Advisory Board, we will be setting up displays in each of the schools with professional materials and ideas for teachers' use. Materials will be rotated among the schools.
4. Release Day Activities - Based on recommendations by the Staff Development Team, we will be changing the emphasis from workshops to Curriculum Coordination and Development. We are currently devising a strategy to accomplish this goal.
5. Dissemination - Statewide dissemination will be greatly stepped up, due to State requirements for next year.
6. Grants - We will continue to research and submit grant proposals, with an emphasis on funds for Staff Development as well as continuing to take advantage of opportunities for the school system in general.
7. Middle School Program - We anticipate being involved with the Middle School Program, soon to be implemented.

Document GSSP Program Report 1978-1979

TO: All Secondary Schools Staff, Students, and Members of the Greenfield Community.

FROM: Greenfield Secondary Schools Project
Bob Maloy, Executive Director
Bob Schilling, Executive Committee Chairperson

RE: Greenfield Secondary Schools Project Program Report 1978-1979

Enclosed is a report on the activities and programs of the Greenfield Secondary Schools Project over the last year. The Report outlines what the Project has accomplished for the Greenfield Schools, and sets forth some of the directions for the next project year.

Much of the information, particularly on Grant Writing and Funding Proposals, will probably seem quite new to you. When school ended last spring we had a number of general possibilities, but little in the way of concrete commitments. But, it has been a busy and productive summer. The GSSP's funding is now secure for another year.

As you know it has taken the Project a long and difficult time to get to a point where change can be planned, and then be successfully carried out. We feel a significant corner has been turned. With our Mini-Grant program, the newly funded TRADES program, our work toward a Greenfield Teacher/Human Development Center, and other project acitivites, the future for continuing positive, internally directed change in our schools is bright.

With all these developments, the basic premise of the GSSP remains the active participation in the process of change by those most affected by such change. To be effective, the GSSP needs the input, ideas, and interest everyone in the secondary schools. We encourage anyone wishing to be on one of our committees or simply wanting to discuss some thoughts on what can be done to improve education to contact the Project.

A final note, the description and application forms for the fall round of GSSP Mini-Grants are attached to this report. If you have an idea for change do not hesitate to write for a Mini-Grant.

We look forward to working together this year.

I. GSSP Mini-Grants 1978-1979

During the last three months of the school year the GSSP sponsored an innovative projects Mini-Grant program. Using a combination of the Project's State Grant money and local school system funds, the program sought to provide staff, student and community people with an opportunity to develop creative, innovative projects of their own design.

The concept of Mini-Grants included an assumption that many of the best ideas for educational change and innovation were already known by people within the schools. Mini-Grants get such ideas started by providing funds and other supports (such as publicity, consultants, coordination, encouragement, sharing of ideas). As such, Mini-Grants represent a way for secondary staff, students and community people to respond to their own identified needs.

Judging from the interest generated, the number of grants requested (20 in four weeks), and the creative projects initiated, Mini-Grants have proven to be

immensely successful and will be continued, in a fall and spring round, this year.

The following is a list of the 10 Mini-Grants funded by the 1978-1979 round of the program:

1. A multi-media orientation package was produced for Greenfield Schools groups planning a field trip to the Boston Science Museum. An entire 7th Grade team (80 students, 4 teachers) and a video consultant toured the Boston Science Museum exhibits filming and recording descriptions of each display. The final package was assembled by teachers and students as a set of classroom assignments, and consists of a video tape introduction to the Museum and a set of student and teacher guides describing and evaluating each exhibit. The kit will be available to groups planning to make the trip in the future.
2. A student designed, "60 Minutes" styled video news magazine project was funded. Students from the Junior and Senior High Schools, instructed by a video consultant, learned advanced video production techniques and have produced a video news magazine on a variety of topics including school events, local history and archeology, comedy routines and others. Plans are currently being negotiated for in-school presentations of their program as well as a possible presentation on Channel 6 of the Pioneer Valley Cable.
3. Printing costs were provided to the High School's student group responsible for the production of the 1979 issue of AURORA, the high school literary magazine.
4. Partial support was provided to a high school student to attend the 26 day "Outward Bound" school at Hurricane Island, Rockland, Maine during the summer. The student, who also received a partial scholarship from "Outward Bound" will prepare a slide presentation of his experiences to be available in the fall, and will act as a resource to the GSSP in the development of its site designs to be produced by the newly funded TRADES program this fall. (See the "Grants awarded and Proposed" section for additional details)
5. Video materials and student learning kits were provided to a high school teacher to assemble an innovative curriculum on parenting. Based on contemporary life styles, adolescent and child behavior, issues of family life, and teenage sexuality and parenthood, the PBS television series "Footsteps" will form the core of this new curriculum.
6. A bike repair Mini-Course for Junior and Senior High students was funded. Maintenance and care of most current models was included in this mini-series presented last June. A teacher training component will make it possible to offer similar courses in the future via industrial arts courses in both schools.
7. A community request for a Health/Science Garden Project providing hands-on study of nutrition and horticulture was funded. The project, to be carried out by the staff and students of "Our House", a Dept. of Youth Services community residential placement, will select, plant, raise, harvest and consume their crops according to the information gleaned from their study of nutrition. "Our House" services a number of Greenfield secondary students in its day and residential programs.
8. A "Type to Jazz" album designed to assist students taking introductory typing courses to develop a proper rhythm and increase their speed was funded.
9. A 135mm Telephoto Camera lens to be used to expand the Graphic Arts-Photography curriculum at the High School was funded. Students will now develop portrait and perspective studies using this new lens.

10. An in-service workshop on the art and science of Glassblowing was funded. The workshop, available to any interested art or science teacher, was requested and arranged by a group of High School teachers who were interested in examining the potential for offering this skill as a Mini-course in their art and science curriculums in the future.

The Mini-Grants program will be available again during the 1979-1980 school year. Our new program will have two funding cycles, fall and spring. Dates, details, and other information including an application form are provided at the end of this document.

II. Program Grants Awarded and Proposed

1. Teacher Center: In March the Project arranged with the Teacher/Community SEED Center of Shelburne Falls for approximately $9000 of consultation services for the development of a Teacher Center for Greenfield. Steve Germain, SEED Center Director, will be available to the Project and all school staff beginning in September. He will assist us in planning and developing funding for the center, and help us to begin providing the services that will eventually be offered through the Center.
2. Expansion of Physical Education Facilities: In August, the GSSP was awarded a $106,000 grant which will result in the construction of additional, custom designed physical education facilities for the Junior and Senior High Schools, and recreational facilities for three elementary schools. The project, known as the TRADES program, is funded by the Youth Community Conservation and Improvement Program (YCCIP), a component of the Greenfield area CETA Youth Programs, and is scheduled to begin in October of 1979 It will provide 10 CETA eligible youth who meet selection requirements with training and supervision in the design and construction of these specialized facilities.
3. Federal Projects Bookkeeper: In August, the GSSP, in coordination with Mr. Robert Tombs, Assistant to the Superintendent, requested and was awarded funding for a bookkeeper-intern from the CETA Public Service Internship Program. This person, under Mr. Tombs' supervision, will assist with the extensive documentation required when administering federal funds.
4. GSSP Secretary: The GSSP also requested, and was awarded a secretarial position from the CETA Public Service Internship Program This person, under Dr. Maloy's supervision, will handle the necessary documentation, coordination and scheduling for members and programs of the Secondary Schools Project.
5. Expansion of Vocational Education Programs: During January and February GS SP grant-writing assistance was provided to the Vocational and Guidance Departments at the High School in preparing their entitlement requests for federal funds under P.L. 94-482. Favorable action on this proposal will result in approximately $27,000 of additional funds for programs and equipment during the 1979-1980 school year.
6. Teacher Center/Human Development Center: The GSSP, assisted by Mr. Steve Germain, Director of the Shelburne SEED Center, is preparing a series of grant proposals for submission to Massachusetts Title IV-C, the Department of Health, Education and Welfare Teacher Center Program and others for funding of a Greenfield Center. We are also preparing a request to the School Committee for use of the Pierce St. School, scheduled to be closed at the end of this year, as a site for our center. Funding is being negotiated to begin the center during the 1980-81 school year.

7. Drug and Alcohol Abuse Prevention Program: The Project is currently preparing grants for submission to the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism and their State counterparts for funds to assist Greenfield to develop a system-wide early intervention/prevention program. Several model programs in use at other school systems are being examined for replication potential. The GSSP is currently providing seed money for information pamphlets and booklets to the new secondary school programs being initiated this year.
8. Health Education Program Expansion: The Project, working with Mr. Ralph Collins, Health and Physical Education Director, is developing grant proposals including ones to the H.E.W.'s Health Education Program (P.L. 95-561) and Handicapped Media Services and Captioned Films Program. If funded, these grants would provide additional staff and materials for the system's Health Education Program, and allow for the development of a model video series on health education for presentation on the Greenfield cable or local P.B.S. station. It would also be available for state-wide dissemination via Massachusetts Educational Television or a similar agency.
9. Commonwealth In-service Institute Grants: The GSSP will assist any eligible group to develop a grant proposal for any portion of the $3000 in-service entitlement available to our system. The C.I.I. grants program is explained in detail in the following section titled "Resources". Any group wishing to explore their eligibility for these funds is encouraged to contact the GSSP Office (774-4241) for details, application forms and assistance.

III. Resources

The GSSP has developed a number of resources available during the 1979-80 school year to the staff, students and community of Greenfield's Secondary Schools. A partial list of these includes:

1. Commonwealth In-Service Institute Grants: The Project has a copy of the current requirements, funding categories, (including a non-category called "other") eligibility requirements, and procedures for completing grant requests from the Commonwealth In-Service Institute. We have made preliminary contact with the regional supervisor of these funds and are prepared to assist any eligible group to obtain a part of the $3000 ($1500/semester) entitlement available to our system. Some of the major C.I.I. grant requirements are:
   - *a topic and design developed in one school, by one group or program, by those who will participate in that in-service
   - *that participants be direct service staff (ie: teachers, counselors, administrators, aides, specialists, who are directly involved in servicing the target group)
   - *that funding requirements be followed. Funding must be used primarily to pay the costs of training consultants with a maximum of 10% used for participant materials. C.I.I. funds may not be used to pay for substitutes or released time
   - *that participation be strictly voluntary, offered to all those who would be affected by the outcomes of the training, and be attended by enough of the group members to insure that the goals of the training program can be achieved

   Grant request forms are short and uncomplicated, a rarity in the field. They are available, along with additional information and assistance, at the GSSP Office, Room 84, in the High School.

2. Agency Assistance to Professional Staff: The GSSP has established a collaborative relationship with the University of Massachusetts, Greenfield Community College, The State Dept. of Education, Greenfield CETA and others. Among the services available to the Greenfield secondary schools staff from these sources via our Project are:
   *Grants coordination, sources and preparation assistance
   *Program and curriculum planning and development help
   *Adjunct faculty positions for qualified Greenfield staff to offer credit bearing in-service courses in Greenfield
   *Facilitated access to graduate and undergraduate interns
   *Free or Project subsidized University or College consultants
3. Teacher Center Development Consultant: Mr. Steve Germain, Director of the Shelburne SEED Center, has been contracted to assist the Greenfield School System develop a Greenfield Teacher Center and a Teacher Center program tailored to the needs of the Greenfield staff. Steve will be available to all staff members to explain the potential programming and resources which could be provided through a Teacher Center, research the staff needs which could be met via Center programs, and assist in the development of programs to be offered immediately (i.e. Mini-Grants) which will be integrated into the Center when it is completed. Steve will also be assisting the Project's Staff Development Committee to formalize a "Greenfield design" for our Center and will work with our Proposal Development staff to secure funding. Steve can be contacted by appointment through the Project office (774-4241) at Room 84, in the High School.
4. Agency and Individual Contributions: One of the most unique aspects of the Project has been the exceptionally broad base of support and voluntary involvement (only the Project Director's position is salaried) donated freely by the many individuals and agencies involved. Our original intention, to list and publicly thank those who gave their time and energy so willingly, would have run several pages and not done justice to their dedication. In all, 72 members of the Greenfield School System, 5 State Department of Education staff, 6 University of Massachusetts School of Education members and their staffs, and individuals from the Greenfield Community College, Franklin County Education Collaborative, Shelburne SEED Center, Arts Council and others have contributed the equivalent of $36,500 in time, materials and funds. The Greenfield School System, in addition to its cash contributions to the director's salary and Project programs, has provided office space, materials and supplies, duplicating costs, release time for special projects and other expenses of project operation. Clearly the Project is the result of a most remarkable group effort. Any success it enjoys, any achievement it accomplishes, is directly attributable to its diverse and dedicated membership.

Needs Assessments

Needs Assessments

It is a well-documented fact that successful teachers' centers provide programs and services that are a response to the identified needs of their particular school communities. Defining these needs, however, can be a difficult task with highly interpretative results.

The following section contains samples of the statistical approaches used by the SEED Center and GSSP programs, including teacher, student, and community questionnaires and specific in-service topic and format assessments.

It should be noted that both programs also make extensive use of informal approaches generated by committee meetings, teacher/student discussions, conferences between committee representatives and their constituents, and the general observations of Project members. This informal process serves to refine and further focus the more abstract data produced by the larger needs surveys. It also maintains an open channel for identification of the changing needs of members of the school community.

Document **GSSP Secondary Schools Staff Questionnaire**

GREENFIELD SECONDARY SCHOOLS PROJECT

Secondary Schools Staff Questionnaire

This questionnaire is an attempt to gather teachers' and administrators' views of the secondary schools in Greenfield. It represents the work of a committee of Greenfield Junior and Senior High School teachers and administrators to select and modify items from pre-existent national questionnaires which could, with your help, yield an accurate view of our schools from our perspective. In addition, two other committees are working on questionnaires which will assess students' views of the secondary schools.

Your responses and the responses of your colleagues will be computer-tabulated at the University of Massachusetts and the results will be returned to the Staff Development Committee. Using these results, the Committee will write a report of the findings. That report and the reports of the other committees will be reviewed by the Steering Committee, who will use the information to begin long and short-term improvement strategies. Each of these reports will be available for your review.

Please be assured that no attempt will be made to single out individuals or departments or schools for either praise or censure. The purpose of this questionnaire is to portray as accurate a picture of our schools as is possible in a short period of time by asking the people whose viewpoints are important. To accomplish that purpose, we need your honest responses.

In answering this questionnaire we ask you to bear the following in mind:
**Do not write your name anywhere on the questionnaire form or on the "op-scan" answer sheet.
**Use a #2 lead pencil to record your answers on the "op-scan" answer sheet.
**Choose only one answer to each item.
**Please check from time to time that the item number on the questionnaire form agrees with the item number on the op-scan answer sheet.
**If you would like to change any answer on the answer sheet, erase your mistake completely and blacken in your new answer.
**Do not reword any items on the questionnaire form as these changes only produce inaccurate tabulation of your responses.
**Feel free, however, to write any comments you have about any item or the entire questionnaire on the questionnaire form (not on the answer sheet). All of your comments will be read.
**Do not make any "stray marks" on the op-scan answer sheets as they will invalidate your responses.

We hope that you will agree with us that the responses to this questionnaire will shed light on important issues. Thank you for your help.

Part A

Choose the letter of the answer which best describes you and your position with the Greenfield Schools. (Be sure to answer only one of the items 2, 3 and 4 on your op-scan answer sheet.)

1. Your school:
A. Junior High
B. Senior High
C. Natural High

2. Your department:
A. Social Studies
B. Math
C. English
D. Science
E. Industrial Arts

3. Your department cont:
A. Art
B. Music
C. Home Economics
D. Foreign Languages
E. Business

4. Your department cont:
A. Health/Physical Education
B. Special Education
C. Guidance
D. Other

5. (Junior High teachers only)
I generally teach:
A. 7th grade
B. 8th grade
C. 9th grade

6. Your job:
A. Student-Teacher
B. Aide (paid)
C. Volunteer (unpaid)
D. Teacher/Guidance
E. Principal/Assistant Principal

7. Your age:
A. Twenties
B. Thirties
C. Forties
D. Fifties
E. Sixties

8. Full years teaching
A. 0-5
B. 6-10
C. 11-15
D. 16-20
E. 21 or more

9. Highest degree:
A. less than B.A./B.S.
B. B.A./B.S.
C. M.A./M.S.
D. C.A.G.S.
E. Ed. D./Ph.D.

Part B

Choose the letter which best shows your agreement or disagreement with the following statements. (Please check to see that you are about to answer item 10 on your op-scan answer sheet.)

A. Strongly Disagree
B. Disagree
C. Agree
D. Strongly Agree
E. No Opinion

10. I feel I have sufficient parental support to do a good job.
11. I feel I have sufficient administrative support to do a good job.
12. I feel I get sufficient materials (texts, chalk, films, etc.) that I need to do a good job.
13. I feel I have sufficient facilities to do a good job.
14. The end result of the CORE process helps me deal better with students.
15. I refer students for CORE evaluation.
16. I choose not to use the CORE process to remediate learning problems.
17. I know how to refer a student for a CORE evaluation.
18. I support the philosophy of Chapter 766 as educationally beneficial for my school.
19. In general, my own experience in this school over the past two years has been a good one.
20. Students in this school generally have a friendly relationship with each other.
21. Students have a reasonable opportunity to influence change in this school.
22. The extracurricular program in this school meets the students' needs.
23. The athletic program in this school meets the students' needs.
24. This school offers a good range and variety of courses.
25. Most courses offer really useful knowledge or develop really useful skills.
26. Students have enough freedom to choose the courses they want.
27. Students like being part of the student body of this school.
28. Parents believe this school gives their children a good education.

Part C

Please choose the response which shows how much you feel each of the following purposes SHOULD BE emphasized in your school.

A. This purpose SHOULD NOT BE emphasized
B. This purpose SHOULD BE MODERATELY emphasized
C. This purpose SHOULD BE STRONGLY emphasized

29. To help students prepare for jobs/careers.
30. To help students discover and fulfill themselves as persons.
31. To help students discover and develop their intellectual abilities.
32. To help students discover and develop their creative abilities.
33. To give students knowledge and skills in specific areas.
34. To help students gain an understanding and respect for the rules of society.
35. To prepare students for the work they will encounter at their next high school/college.
36. To prepare students to cope effectively with the outside world.
37. To encourage students' concerns for the needs of others.
38. To prepare students to improve their socio-economic status.
39. To prepare students to live in the 1980's and beyond.
40. To prepare students to become active citizens.

Part D

Please choose the letter which shows how much you feel each of these purposes IS emphasized in your school.

A. This purpose IS NOT emphasized
B. This purpose IS MODERATELY emphasized
C. This purpose IS STRONGLY emphasized

41. To help students prepare for jobs.
42. To help students discover and develop their intellectual abilities.
43. To help students discover and fulfill themselves as persons.
44. To help students discover and develop their creative abilities.
45. To give students knowledge and skills in specific areas.
46. To help students gain an understanding and respect for the rules of society.
47. To prepare students for the work they will encounter at their next high school/college.
48. To prepare students to cope effectively with the outside world.
49. To prepare students to become active citizens.
50. To encourage students' concern for the needs of others.
51. To prepare students to improve their socio-economic status.
52. To prepare students to live in the 1980's and beyond.

Part E

In general, how much influence do you feel each of the following groups has on how your school is run:

A. No influence
B. Little influence
C. Some influence
D. A great deal of influence
E. No opinion

53. Teachers
54. Students
55. Superintendent
56. School Committee
57. Parents
58. Principals
59. Other Greenfield residents

Part F

In general, how good is the two-way communication between the following groups at your school:

A. Very poor
B. Poor
C. Good
D. Very good
E. Don't know

60. Student leaders with other students
61. Students with other students
62. Teachers with students
63. Teachers with other teachers
64. Administrators with students
65. Administrators with teachers
66. Parents with the school

Part G

How do you feel about the enforcement of school rules in the following areas:

A. Not strict enough
B. About right
C. Too strict
D. This rule is not consistently enforced

67. Hair and/or dress regulation
68. Smoking
69. Fighting
70. Cutting classes
71. Dishonesty
72. Discipline outside the classroom
73. Discipline in the classroom
74. Truancy
75. Tardiness
76. Cheating
77. Use of drugs

78. Use of alcohc'
79. Leaving the school building

Part H

How do you feel about the need to revise the school rules in the following areas:

A. This rule is too lenient
B. This rule is about right
C. This rule is too harsh
D. Revising this rule will not solve the problem
E. I do not know about this rule

80. Hair and/or dress regulation
81. Smoking
82. Fighting
83. Cutting classes
84. Dishonesty
85. Discipline in the classroom
86. Discipline outside the classroom
87. Truancy
88. Tardiness
89. Cheating
90. Use of drugs
91. Use of alcohol
92. Leaving the school building

Part I

To what extent do you feel students in your school are pressured (hassled, pushed, bothered) by the following concerns at the present time:

A. Not pressured at all
B. Pressured a little
C. Pressured a lot
D. Don't know

93. Pressures for grades
94. Difficulty of school work
95. School rules and regulations
96. Being "in or out" with certain groups of students
97. Getting into college
98. Relations with the opposite sex
99. Deciding what to do after high school graduation
100. Pressures from parents about school work
101. National or world problems
102. Gaining a sense of personal identity
103. Deciding what to do about drugs and/or alcohol
104. Family problems

Part J

Please indicate your satisfaction at reaching your goals in each of the following areas:

A. MUCH LESS OFTEN than I would like
B. LESS OFTEN than I would like
C. AS OFTEN as I would like

105. I clearly outline and organize my material
106. I conduct meaningful classroom discussions
107. I make the class material relevant to current trends in my field
108. I involve students in the choice of class goals and/or classroom procedure
109. I willingly give help to any student having problems with classwork
110. I believe that students understand the work that is done in class
111. I cover as much material as time allows for the course
112. I emphasize detailed facts and memorization
113. I give students a broad, general understanding of the subject
114. I take students to the limits of their capabilities
115. I allow students to do independent work
116. I allow students to work together
117. I have a good understanding of students' problems
118. I stimulate students to think
119. I make my classes interesting to students
120. I encourage originality in classwork and tests
121. I make my classes relevant to the needs of the students
122. I am satisfied with my teaching
123. I share teaching concerns and strategies with my colleagues
124. When I have a student who has a learning problem I confer with that student's other teachers
125. I feel comfortable about teaching students with ranging abilities in one classroom
126. I am aware of the Individual Educational Plans for students in my classroom
127. The Individual Educational Plans are helpful in dealing with my students
128. I am satisfied with the learning my students achieve
129. I use a wide variety of teaching methods

Please check to see that you have answered through item 129 on your op-scan answer sheet.

Part K

What do you see as the obstacles which prevent you from carrying out any of the statements in part J "as often as (you) would like?" (Write your responses below).
1. The lack of desire on the part of students to achieve
2. The lack of self-discipline in students
3. The lack of pride in the work students do

THANK YOU FOR YOUR HELP.
The Staff Development Committee:

Allan Dean, Chairperson
Madeline Bragar
Ross Burns
Doug Gaudet
Charlie Hunting
Marianne Keating
Tom Wolf
John Thomson
Richard Stone
Al Lee

Document

GSSP Secondary Schools
Student Questionnaire

GREENFIELD SECONDARY SCHOOLS PROJECT

Junior High/Senior High/Natural High Student Questionnaire

A committee of Greenfield Junior and Senior High School students designed this questionnaire to find out how you feel about certain things at your school. Your answers, along with the answers of other students, will be counted by computer at the University of Massachusetts and be reported to a committee in Greenfield who are looking at ways the Junior and Senior Highs might improve.

There are no "right" or "wrong" answers to this questionnaire. The best answers are the ones that honestly reflect YOUR PERSONAL OPINIONS. Also, you should NOT put your name anywhere on the questionnaire or the answer sheet.

****THIS IS NOT A TEST****

Part A

In this section of the questionnaire are 55 statements that concern your school experiences. For each statement you should choose one of the five possible answers:

A. I STRONGLY DISAGREE with this statement
B. I DISAGREE with this statement
C. I AGREE with this statement
D. I STRONGLY AGREE with this statement
E. I have NO OPINION about this statement

Example
1. I like the books we study in English class.

If you STRONGLY DISAGREE with this statement, you should blacken the rectangle below A. on the answer sheet beside number 1.

If you DISAGREE with the statement, you should blacken the rectangle below B. on the answer sheet beside number 1.

If you AGREE with the statement, you should blacken the rectangle below C. on the answer sheet beside number 1.

If you STRONGLY AGREE with the statement, you should blacken the rectangle below D. on the answer sheet beside number 1.

If you have NO OPINION about the statement, you should blacken the rectangle below E. on the answer sheet beside number 1.

Now go ahead and mark your answer to statement number 1.

Are there any questions?

Now go ahead and read statements numbered from 2 to 55 and mark your answers on the answer sheet. Be sure to blacken the rectangles completely.

2. Having friends in school is important to me.
3. I think the principals in this school do a good job.
4. There's not enough variety in the sports offered at this school.
5. My parents think I'm getting a good education in this school.
6. The school lunches are O.K.
7. Most of my courses just kill time.
8. I like being a student in this school.
9. Students have enough say in how the school is run.
10. My teachers don't understand me.
11. I care a lot about my grades.
12. Kids in this school all belong to their own groups.
13. The school rules don't make sense.
14. I am satisfied with help I get from my guidance counselor.
15. There are enough extra curricular activities for students at this school.
16. I don't think teachers trust students.
17. I think I'm getting a good education at this school.
18. I like my classes this year.
19. Most courses teach really useful skills or really useful knowledge.
20. Most teachers go too fast for me to learn things.
21. I think school is depressing.
22. The people who run this school have our best interest at heart.
23. I don't get enough attention from my teachers.
24. I care a lot about how I look and act.
25. I like most of the kids I know in this school.
26. The principals in my school always take the teacher's side against the kids.
27. My guidance counselor helps me a lot.
28. I enjoy gym.
29. My parents don't really know what this school is like.
30. Students have enough choice about the classes they take.
31. School is interesting.
32. I like my teachers.
33. Sports are too important at my school.
34. Most teachers go too slow.
35. I rarely try to see my guidance counselor.
36. My parents think this is a good school.
37. I feel I am a part of things in school.
38. I don't want my parents to know what happens to me at school.
39. The student council in this school does a good job.
40. I don't think principals trust students.
41. The school rules are not enforced strictly enough.
42. I like this school the way it is.
43. It doesn't matter what kids say on this questionnaire; it won't change anything.
44. The things I learn in school will really help me to get ahead in life.
45. The things I learn in school really help me get ready for my job or career.
46. The things I learn in school really help me grow as a person.
47. The things I learn in school really help me learn to think.
48. The things I learn in school really help me to be a creative person.
49. The things I learn in school really help me know about the subjects I take.
50. The things I learn in school really help me get ready for high school or college.
51. The things I learn in school really help me understand and respect the rules of society.
52. The things I learn in school really help me to get ready for personal problems I may face after I have finished school.

53. The things I learn in school really help me to get ready to be a good citizen.
54. The things I learn in school really help me to care about other people.
55. The things I learn in school will really help me to live in the 1980's and beyond.

Part B

The purpose of this part of the questionnaire is to find out how "pressured" (bothered, hassled, etc.) students are by the following problems. Please answer these questions honestly and only about yourself.

A. I am NOT PRESSURED AT ALL
B. I am PRESSURED A LITTLE
C. I am PRESSURED A LOT

56. By teachers
57. By grades
58. By the difficulty of schoolwork
59. By school rules and regulations
60. By being "in or out" with certain groups of students
61. By getting into college
62. By relations with the opposite sex
63. By deciding what to do after graduation from high school
64. By pressure from parents about school
65. By national and world problems
66. By figuring out who I really am
67. By deciding what to do about drugs and alcohol
68. By family problems
69. By future job/career plans

Part C

The purpose of Part C of this questionnaire is to provide some background information. Please read each question carefully, select the answer which is most like you, and blacken the rectangle below that answer's number on your answer sheet. Please answer honestly to help us get the best information about your school.

BE SURE TO ANSWER ONLY THE QUESTIONS THAT APPLY TO YOU AND LEAVE THE REST BLANK ON YOUR ANSWER SHEET

70. I am a student at:
A. Greenfield Junior High
B. Greenfield Senior High
C. Natural High

71. At GREENFIELD JUNIOR HIGH, I am in:
A. 7th grade
B. 8th grade
C. 9th grade

72. At GREENFIELD SENIOR HIGH, I am a:
A. Sophomore
B. Junior
C. Senior

73. At NATURAL HIGH, I am in:
A. 9th grade
B. 10th grade
C. 11th grade

74. My average grade in school is about:
A. A's (excellent)
B. B's (above average)
C. C's (average)
D. D's (below average)
E. F's (failing)

75. I am:
A. Male
B. Female

BE SURE TO ANSWER ONLY ONE

76. (for JUNIOR HIGH 9th GRADE students only)
My math class is:
A. General Math
B. Introduction to Algebra
C. Algebra

77. (for HIGH SCHOOL students only)
My English class level is:
A. Phase 2
B. Phase 3
C. Phase 4-5
D. Don't know

Part D

Write your answers to this question on this page.

78. If you could change ONE THING about your school, what would it be? How would you make it better?

Optional: Do you have any comments about this questionnaire?

Thank you for your help.

STUDENT ADVISORY COMMITTEE

Kevin Hassett
Sue Johnson
Alfred Lee
Kathleen Merrigan
Steve Mankowsky
Ellen Roy, Chairperson
Doug Stotz
Nancy Sweitzer
Jeff Unaitis
Alyson Hayden
Richard Stone
Mr. Ridler, Co-Advisor

Mary Jane Boyd
Beth Dadmun
Lynn Brechenser
Linsey Hindley
Kathy Lenoise
Sue Rooney
Lindsay Whittier
Mirla Agnir
Marcia Kemp
Kim Dadmun
Warren Lapine

Document GSSP Community Questionnaire

Dear Greenfield Resident,

The attached questionnaire concerns your ideas about the Greenfield Junior and Senior High Schools. It is being sent to you because the Greenfield Secondary Schools Project is evaluating our total secondary school program. The goal of the Project is to assist our schools in developing academic programs and atmospheres that can meet the individual needs of all our secondary students. To do this, the Project seeks to make it possible for all students, staff members, and interested parents and citizens to be heard. This questionnaire is part of that process.

The Community Advisory Committee of the Secondary Schools Project is a group of concerned citizens working to involve the community in the Project. This questionnaire is the result of our efforts. Please fill it out thoughtfully and return it promptly.

DIRECTIONS FOR RETURNING THE QUESTIONNAIRE

1. If you have received this questionnaire from your elementary school child, simply fill it out and return it with her/him by Monday, March 20th.

2. If you have received this questionnaire through your Town Crier or in the mail, please mail it back to us. Simply refold it so that the address shows, and tape or staple it closed. Rather than spend tax dollars for stamps, we are asking you to supply the 13¢ postage. Or, if you prefer, you can bring the questionnaire to the High School and leave it in the main office. Whichever method you choose, please return it to us by Monday, March 20th.

3. If you have been handed this questionnaire at a meeting, please be sure to complete the questionnaire before you leave.

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

1. If you have not had children in the Junior High or High School within the past two years, you should answer only the first 31 questions.

2. If you have had children in these schools in the past two years, please complete the entire questionnaire.

3. If you do not know about a particular item, please use the "I don't know" response. DO NOT simply leave an item blank as we want to be able to count all your responses - even your "I don't knows" are important.

If you should receive more than one copy of this questionnaire, please pass it along to a friend or neighbor in Greenfield.

You will be hearing more about the work of the Secondary Schools Project in the future. Thank you for being a part of this very important process.

The Community Advisory Committee

Gerda Bennett
Jane Bensche
Ellen Berson
Penne Clark
Sylvia Elias
Saul Greenblatt
Jeff Hatch
Nancy Hinman
Robert Isotte
Robert Kenny
Ellie LaChance
Donald LaShier
Alfred Lee
David Liberatore
Donald Perreault
Mary Siano
Marjorie Stone
Toly Sund
Sal Tagliareni
Jeff Unaitis
Bill Wiles
Pamela Wolanske

Part A

Please tell us a little about yourself to help us be sure we are getting a good "cross sample" of people. Then items 6-15 concern your general views of our schools.

___1. My sex
A. Female
B. Male

___2. My age
A. 18-29
B. 30-39
C. 40-49
D. 50-59
E. 60 or above

___3. I have lived in Greenfield
A. 0-4 years
B. 5-9 years
C. 10-14 years
D. 15-19 years
E. 20 or more years

___4. Number of children in Greenfield Junior High within the past two years
A. none
B. one
C. two
D. three
E. four

___5. Number of children in Greenfield Senior High within the past two years
(include children from #4)
A. none
B. one
C. two
D. three
E. four

___6. Compared to other junior high schools in Massachusetts, I believe our Junior High is:
A. well above average
B. above average
C. average
D. below average
E. I don't know

___7. Compared to other senior high schools in Massachusetts, I believe our Senior High is:
A. well above average
B. above average
C. average
D. below average
E. I don't know

___8. Compared to other junior high school teachers in Massachusetts, I believe the classroom performance of our teachers is:
A. well above average
B. above average
C. average
D. below average
E. I don't know

___9. Compared to other senior high teachers in Massachusetts, I believe the classroom performance of our teachers is:
A. well above average
B. above average
C. average
D. below average
E. I don't know

___10. I believe improvement in the curriculum in Greenfield Junior High is:
A. very necessary
B. necessary
C. not necessary
D. I don't know

___11. I believe improvement in the curriculum in Greenfield Senior High is:
A. very necessary
B. necessary
C. not necessary
D. I don't know

___12. I believe improvement in the teaching methods in Greenfield Junior High is:
A. very necessary
B. necessary
C. not necessary
D. I don't know

___13. I believe improvement in the teaching methods in Greenfield Senior High is:
A. very necessary
B. necessary
C. not necessary
D. I don't know

___14. I believe that the Greenfield School Committee accurately represents my views of the Junior High School:
A. very often
B. Often
C. Sometimes
D. Rarely
E. I don't know

___15. I believe that the Greenfield School Committee accurately represents my views of the Senior High School:
A. very often
B. often
C. sometimes
D. rarely
E. I don't know

Part B

(for all respondents) Please write the letter of the response which best shows how much you feel the following purposes SHOULD BE EMPHASIZED in both the Junior High School and Senior High School

A. This purpose SHOULD NOT BE emphasized by the school
B. This purpose SHOULD BE MODERATELY emphasized by the school
C. This purpose SHOULD BE STRONGLY emphasized by the school
D. This purpose is NOT the schools' responsibility
E. I CANNOT DECIDE about this purpose

JUNIOR HIGH	SENIOR HIGH	PURPOSES
___	___	16. To help students prepare for jobs and careers
___	___	17. To help students discover and fulfill themselves
___	___	18. To help students discover and develop their intellectual abilities
___	___	19. To help students discover and develop their creative abilities
___	___	20. To give students knowledge and skills in specific areas
___	___	21. To help students gain an understanding and respect for the rules of society
___	___	22. To prepare students for the work they will encounter at their next high school/college
___	___	23. To prepare students to cope effectively with the outside world

____	____	24. To prepare students to become active citizens
____	____	25. To encourage students to improve their social and economic level
____	____	26. To encourage students' concern for the needs of others
____	____	27. To prepare students to live in a changing society and environment
____	____	28. To prepare students to become effective parents
____	____	29. To teach students basic skills (reading, writing, arithmetic)

Part C

(For all respondents) Please write your answers to the following questions:

30. In my opinion the most needed improvements or additions to the education of students at Greenfield Junior High are:

    1. _____

    2. _____

    3. _____

31. In my opinion the most needed improvements or additions to the education of students at Greenfield Senior High are:

    1. _____

    2. _____

    3. _____

Part D

(For parents of students in Greenfield Junior High and Greenfield Senior High within the past two years) Please answer about the school where your children have been students within the past two years.

A. This purpose IS NOT emphasized in the school
B. This purpose IS MODERATELY emphasized in the school
C. This purpose IS STRONGLY emphasized in the school
D. I DO NOT know

JUNIOR HIGH	SENIOR HIGH	PURPOSES
____	____	32. To help students prepare for jobs
____	____	33. To help students discover and fulfill themselves
____	____	34. To help students discover and develop their intellectual abilities
____	____	35. To help students discover and develop their creative abilities
____	____	36. To give students knowledge and skills in specific areas
____	____	37. To help students gain an understanding and respect for the rules of society
____	____	38. To prepare students for the work they will encounter at their next high school/college

___ ___ 39. To prepare students to cope effectively with the outside world
___ ___ 40. To prepare students to become active citizens
___ ___ 41. To encourage students to improve their social and economic levels
___ ___ 42. To encourage students' concern for others' needs
___ ___ 43. To prepare students to live in a changing society and environment
___ ___ 44. To prepare students to become effective parents
___ ___ 45. To teach students basic skills (reading, writing, arithmetic)

Part F

(For parents of students in Greenfield Junior High and/or Greenfield Senior High within the past two years) Please answer about your experience as a parent of a student in the Junior and/or Senior High School

___46. The principals of the Greenfield Junior High School are responsive to my concerns for my child-(ren)'s education
A. rarely
B. sometimes
C. often
D. very often
E. don't know

___47. The principals of the Greenfield High School are responsive to my concerns for my child(ren)'s education
A. rarely
B. sometimes
C. often
D. very often
E. don't know

___48. The teachers of the Junior High School are responsive to my concerns for my child(ren)'s education
A. rarely
B. sometimes
C. often
D. very often
E. don't know

___49. The teachers of the Senior High School are responsive to my concerns for my child(ren)'s education
A. rarely
B. sometimes
C. often
D. very often
E. don't know

___50. I receive enough information about my child(ren)'s programs from the Greenfield Junior High
A. rarely
B. sometimes
C. often
D. I don't know

___51. I receive enough information from Greenfield High School about my child (ren)'s program
A. rarely
B. sometimes
C. often
D. I don't know

Document

SEED Center
In-Service Needs Questionnaire

1. In which areas do you feel the greatest need for inservice training?
   1._____ 3._____
   2._____ 4._____
2. What types of inservice activities would be of value to you?
   ___courses ___school visitation
   ___seminars ___conferences
   ___workshops ___other
   ___teacher exchange
3. Whom would you like to see present inservice programs?

Inside the school system	Outside the school system
a.___teachers	d.___teachers
b.___specialists (specify)	e.___specialists (specify)
(1)_____	(1)_____
(2)_____	(2)_____
c.___administrators	f.___administrators

   g.___other consultants (specify)
   (1)_____
   (2)_____
4. When would you prefer to attend an inservice program?
   Time of day_____
   Days of week_____
   Semester_____
   Length of program_____
5. What program format do you prefer?
   ___lecture
   ___hands-on
   ___small group discussion
   ___demonstration
   ___film/slide presentation
   ___combinations of the above, be specific:_____

6. Where would you like to see inservice programs held?

___my own school_____

___other school buildings within the system_____

___college facilities_____

___other:_____

7. How would you structure our inservice programs?

Inter-school ___(k-5) ___(6-8) ___(9-12) ___Other (specify)

Inter-system ___(k-5) ___(6-8) ___(9-12) ___Other (specify)

8. What means of evaluating an inservice program would be most valuable to you?

9. Would you be willing to share your knowledge of any skill area? (Describe briefly)

10. Would you please recommend any other resources which could be of benefit to our inservice program?

11. Would you be willing to serve on the inservice committee next year?

12. Describe any inservice experiences that have been especially helpful to you.

13. Please use this space for any additional comments, advice or suggestions which will help us in planning the inservice program.

Name_____ School_____

Thank you for taking the time to fill this out.

Document **SEED Center Workshop Questionnaire**

Subject Area

Grade Level_____

This is a survey to determine the needs of our school district to enable the Staff Development Committee to provide the staff with informative and relevant workshops to fit the needs of our district.

Please check the statements below you agree with:

I. Structure of the Workshops

___1. Lectures
___2. Hands-on experiences
___3. Small group discussions
___4. Demonstrations
___5. Grade level workshops
___6. Subject area workshops
___7. A workshop with a central theme
___8. Workshops consisting of two short sessions
___9. Workshops consisting of one long session

II. Contents of the Workshops (Topic)

___1. Utilizing an aide
___2. Operating Audio-Visual equipment
___3. Developing a philosophy of Education
___4. Developing an open class concept in a self-contained classroom
___5. Integrating Arts into Academics
___6. "New Games"
___7. Environmental education
___8. Community Resources; including speakers and tours
___9. Teacher's use of the library and its use in teaching
___10. Team teaching
___11. Health and nutrition
___12. Hyperactivity and its relationship to the foods we eat
___13. Local history
___14. Creative writing in each grade level
___15. Inter-disciplinary approaches in teaching
___16. Math games - use cuisennaire
___17. Grade level - curriculum differences
___18. Piaget - his developmental stages and philosophies
___19. The Inquiry Method of teaching
___20. Metrics
___21. Glasser approach to discipline
___22. How to get parents involved in our school activities
___23. Sexism in the classroom
___24. Emergency first-aid procedures
___25. Drug abuse
___26. Career awareness
___27. Teacher evaluation
___28. Multi-Cultural experiences
___29. Middle School Concept - including experts to speak on the subject
___30. Using drama in the classroom
___31. Values clarification

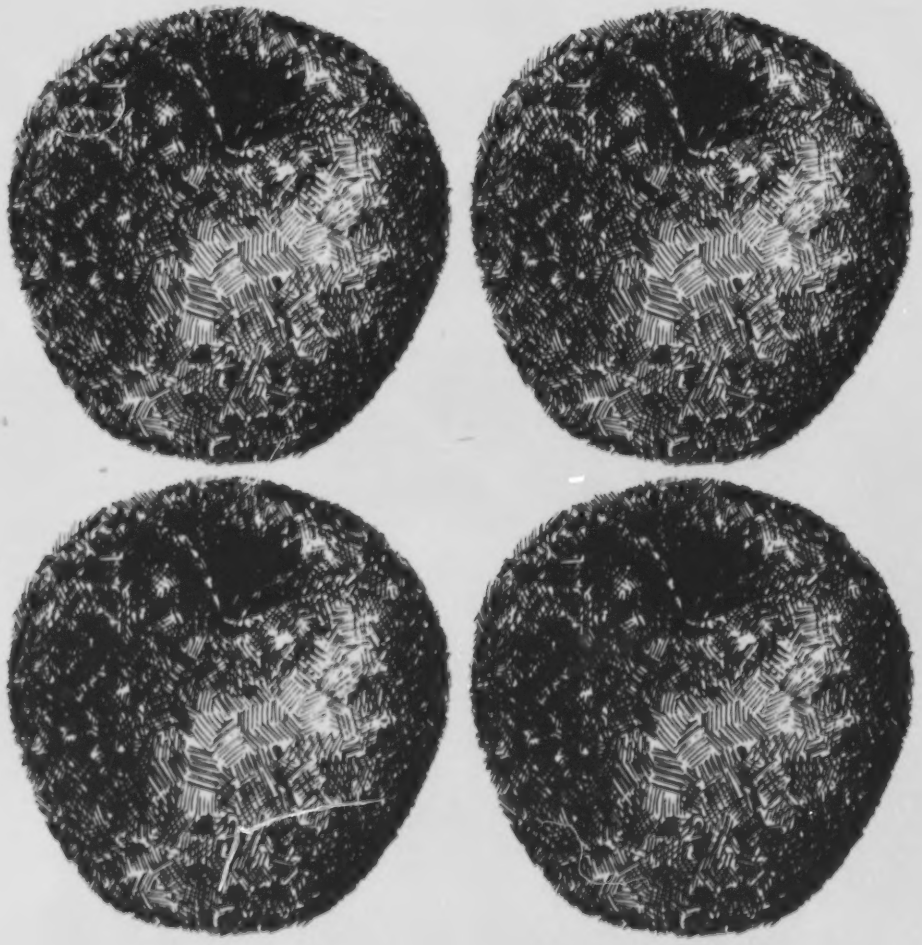
___32. Projects for the gifted and talented students
___33. Therapeutic "Shop Talk"
___34. Exposure to Professional magazines
___35. _____
___36. _____

Please write down any other suggestions or ideas that could possibly be of benefit to the Staff Development Team. Use back if necessary.

Are there any activities that you could help facilitate? Do you know of someone else who could?

Thank you for your input,
Staff Development Team

In-Service Programming



In-Service Programming

The materials in this section include an article on the in-service approaches developed by our projects, and examples of specific activities and documents used by the GSSP and the SEED Center. They include a course catalog, program description guide, monthly in-service calendars, a sample afternoon workshop compiled by the SEED Center Staff Development Team, mini-grant information and application forms used by the SEED and GSSP programs, and a GSSP mini-grant contract form.

Robert F. Schilling, Jr. In-Service Programming and Mini-Grants and Robert W. Maloy

---

The need to develop meaningful in-service programming for teachers, administrators, and, in some cases, students and community members often poses perplexing and complex problems for school systems. By way of historical precedent, teachers' centers have been expected to provide in-service training programs as one of their many services. In this way they supplement or relieve the school system, and find themselves confronting similar issues and challenges. The GSSP and SEED Center have not been exceptions to this rule.

Our experiences have indicated a need to use in-service programming in much the same way that teachers are now being asked to focus on individual student needs. By experimenting with various alternatives to achieve this goal, we have found three elements important for in-service success. They are:

1) Use of "in-house" school staff as program instructors, utilizing their expertise in identified topic areas. Credibility, sensitivity to local issues, and availability for follow-up discussions make their efforts effective and well received.
2) Use of multiple session programming; a single-topic program conducted in several sessions with time for processing and assessing the information which was presented. "Single-shot" programs, even when well received, seldom produce lasting changes or growth.
3) Providing variety, not only in the topics offered, but in the way they are presented, i.e., release days, after-school workshops, mini-grants, out-of-district programs, graduate courses, teacher initiated projects, individual activities, teacher exchange days, subject swap days, half-day programs, credit or certificate granting options, and anything else which might offer participants alternatives geared to their individual needs and preferences.

One approach to "in-servicing" which has proven to be particularly successful for both the SEED Center and the GSSP is a "mini-grant" program. These are small grants, i.e., less than $500, which provide assistance to individuals who have innovative ideas for meeting educational needs.

The SEED Center, which introduced this approach locally, offered these contracts to teachers as a method of providing a personalized approach to in-service education. The GSSP expanded the scope of mini-grants to include any member of the school community.

The individual or group initiating a mini-grant request does so by, on the application form, describing the specific needs and goals, determining the solutions, and selecting the methods of approach to be used in the prospective program. Applicants, at the same time, request the specific funds, assistance, and support services they will need to complete their projects.

Proposals are screened by a review committee to determine educational innovativeness and feasibility. Avenues of funding, resources, and other

methods of assistance are then explored by the committee. Some proposals are accepted as written. Some may need to be discussed with the applicant for purposes of modification. Occasionally, a request will be found to be more appropriately attended to by another organization or school department. In this case, the applicant is notified and assisted, by the GSSP Resource Coordinator, in locating the appropriate agency and in helping facilitate the proposal.

After the decision has been made to fund a mini-grant request, a written contract between the applicant and the GSSP is signed. This contract defines the responsibilities of both the applicant and the GSSP in achieving the goals of the request. In this way, the mini-grant program establishes a fiscal and programmatic accountability while retaining the flexibility necessary for an individualized approach to in-service education.

Document **SEED Center 1977 Calendar of Events**

Teacher Community Seed Center

(413) 625-2555

Crittenden Building, Ashfield Street, Shelburne Falls, M.A. 01370

BASED ON THE PREMISE THAT LEARNING IS A LIFELONG PROCESS, THE SEED CENTER PROVIDES OPPORTUNITIES FOR TEACHERS, PARENTS, STUDENTS AND COMMUNITY MEMBERS TO SHARE, EXPLORE, EDUCATE, AND DEVELOP IDEAS IN EDUCATION AND IN THE WORLD AS A WHOLE. FEDERAL FUNDING UNDER ESEA TITLE IV-C AND STRONG SUPPORT FROM NINE-TOWN SCHOOLS COMPRISING THE MOHAWK TRAIL REGIONAL SCHOOL DISTRICT, HAVE ALLOWED US TO OFFER THIS RICH VARIETY OF PROGRAMS. WHETHER YOU HAVE SOMETHING TO TEACH, SOMETHING TO LEARN, OR WOULD LIKE TO USE OUR RESOURCES AND SERVICES, PLEASE DROP IN AND VISIT.

COME GROW WITH US!

SEED CENTER HOURS

Monday	9:00 - 5:00
Tuesday	9:00 - 9:00
Wednesday	9:00 - 5:00
Thursday	9:00 - 5:00
Friday	9:00 - 5:00
Saturday	See calendar

We will be open on additional evenings for special programs and courses of study.

I hope this information will help you take advantage of our many programs, services and resources described on the back of this brochure. The Calendar of Events and Program Description Insert should also be helpful.

Gwen Van Dorp

Gwen Van Dorp
Director, SEED Center

I - inservice workshops - Seed Center 3:30-5:30
M - evening mini courses - register 1 week before
G - graduate courses -
* Arts Council Workshop - Greenfield

Special Saturday Workshops

October 15	October 29	November 12, 19	December 3	December 10
Techniques in Relaxation	Introduction to Yoga	Silkscreening Holiday Cards (2 SATURDAYS)	Counted Thread Holiday Ornaments	Kids Workshop in Making Own Holiday Cards

October

Monday	Tuesday	Wednesday	Thursday
3 G-Authenticity in Teaching and Counseling 7-10 pm G-Environmental Biology, 4-6:30 seed Center	4 M-"Poetry Writing workshop" 7-9 pm	Story Hour 9:30-10:15 5 I-Follow Directions	6
10	11 M-Poetry, 7-9 pm	12 M-Macramé: An Intro to the Art of Creative knotting 7-10 pm I-Kites	13
17 G-Authenticity 7-10 G-Environ. Bio. 4-6:30, Rm 114 Mohawk M-Movement Rituals 7-9:30	18 M-Poetry, 7-9 pm	19 M-Macramé, 7-10 pm	20 I-Bookmaking * (AC)
24 M-Movement Rituals 7-9:30 G-Authenticity 7-10	25 M-Poetry, 7-9 pm	26 M-Macramé, 7-10 pm	27
31 M-Movement Rituals 7-9:30 G-Authenticity 7-10 pm G-Environ. Bio. Mohawk			

November

Monday	Tuesday	Wednesday	Thursday
	1 M-Poetry, 7-9 pm	2 M-Macramé, 7-10 pm	3 I-Making Rice Paper
7 M-Movement Rituals 7-9:30 G-Authenticity 7-10	8 M-Poetry, 7-9 pm	9 M-Macramé, 7-10 pm I-Curriculum Planning: Anything Goes...	10
14 G-Authenticity 7-10 M-Movement R.R. 7-10 G-Environ. Bio. Mohawk I-The Museum as a Learning Environ.. * (A.C.)	15 M-Poetry, 7-9 pm	16	17
21 M-Movement Rituals 7-9:30 G-Authenticity 7-10	22 I-Endangered Species M-Poetry 7-9 pm	23	24
28 M-Movement Rituals 7-9:30 G-Authenticity 7-10 G-Environ. Bio. Mohawk	29 M-Poetry, 7-9 pm	30	

CALENDAR OF EVENTS

			1 I - Transactional Analysis
5 M - Movement Rituals 7:00-7:30 G - Authenticity 7-10	6 M - Poetry, 7-9 pm I - Decision Making A Class Project	7	8
12 G - Authenticity 7-10 G - Environ. Bio. Mohawk	13 I - The Community as a Class Resource	STORY HOUR: 14 9:30-10:15	15
19 G - Authenticity 7-10	20	21	22
26	27	28	29

MONDAY TUESDAY WEDNESDAY THURSDAY

December

2	3	STORY HOUR: 4 9:30-10:15 I - Games for Self-Understanding	5
9 G - Authenticity 7-10 G - Environ. Bio. Mohawk	10	STORY HOUR: 11 9:30-10:15	12 I - SURPRISE!! to be announced
16 G - Authenticity 7-10	17 I - Integrating the Arts into the Curriculum	STORY HOUR: 18 9:30-10:15	19
23 G - Environ. Bio. Mohawk	24	STORY HOUR 25 9:30-10:15	26
30	31		

MONDAY TUESDAY WEDNESDAY THURSDAY

January

PROGRAMS

IN-SERVICE WORKSHOPS, designed primarily for teachers, cover a wide range of educational topics. These workshops are held at the SEED Center from 3:30 - 5:30 unless another location is noted in your program description insert. No prior registration is necessary; workshops are free of charge.

EVENING MINI-COURSES give community members the opportunity to come together and study common areas of interest. Because these classes are self-supporting, advance registration of at least ten participants is necessary. Please call or send in your registration form at least one week prior to the first class session.

New this fall, our SATURDAY MORNING SPECIALS will feature a variety of "creative worksessions". The registration form and $2.00 registration fee should be submitted one week prior to the worksession. If a lab-fee is necessary, the amount is listed in the program description insert. Additional INFORMATIONAL PROGRAMS will be scheduled on weeknights throughout the year.

From 9:30 - 10:15 every Wednesday morning, the SEED Center offers a STORYHOUR for children ages three, four, and five. Activities will include stories, games, songs, puppets, and creative movement. No registration or cost is involved.

In addition to the graduate class "Authenticity in Teaching and Counseling", the SEED Center will be the site for a six credit National Science Foundation award entitled, "Environmental Biology and Its Societal Effects". Credits for most courses are granted through North Adams State College, Westfield State College, and the University of Massachusetts. Other GRADUATE CLASSES will be scheduled throughout the year.

RESOURCES

PROFESSIONAL PUBLICATIONS on educational philosophy, trends in education, and classroom activities may be borrowed for two week periods; vertical file materials and novels for lighter reading are also available. Please help us expand our library through donations or materials left on long term loan. STUDENT MATERIALS include integrated learning kits, posters and displays, maps, science and math equipment, games, activities, and back issues of magazines. Our RECYCLE CENTER has been expanded to include examples of projects using recycled materials. Lots of "Wadjacallits" are presently available; Requests for contributions and lists of materials will appear in our monthly NEWSLETTER. Both stereo and CABLE TV can be used at the SEED Center.

SERVICES

No service charge is assessed for our mimeo, ditto, and xerox DUPLICATING SERVICE. Bring in your own materials or purchase ours at a standard rate. A laminating and drymounting service has been made possible by the acquisition of a DRYMOUNT PRESS. Please allow one week for this service. Our MEETING AREA seats up to 20 people; 8 to 10 people can comfortably work in our WORK AREA. Check the Calendar of Events before reserving these areas. Also, during SEED Center hours you are welcome to use our black-and-white DARKROOM FACILITIES on a "Pay What It's Worth Plan".

Document

SEED Center
Spring 1978 Course Catalog

SPRING 1978
COURSE CATALOG

Teacher-Community SEED Center

STAFF:

Gwen Van Dorp, Director
Anne O'Brien, Assistant Director
Jon Bolaski, Volunteer
Gloria Evans, Neighborhood Youth Corps Worker

ADVISORY BOARD:

Arthur P. Silvester
Superintendent of Schools

Betsy Beebe, Chair.....Sanderson Academy
Toni Dorsey.....Administration
Dr. A. Wells Foshay...School Committee, Higher Education
Clare Lange.....Mohawk Trail Regional High School
Linda Legare.....Colrain Central School
Helen Mackie.....Library
Dianne Muller.....Parent-Teacher Organizations
Jackie Riezes.....Buckland-Shelburne Regional School
Cathey Rogers.....Hawlemont Regional School
Sue Silvester.....Mohawk Trail Regional High School
Mark Stuart.....Mohawk Trail Regional High School
Johanna Weinstein.....Rowe Elementary School
Mary Wheeler.....Senior Citizens

SEED Center Hours

M,W,Th,F 9:00-5:00
Tuesdays 9:00-9:00

TEACHER-COMMUNITY

SEED CENTER

SPRING 1978

COURSE CATALOG

GRADUATE COURSES

MINI-COURSES

WORKSHOPS

Federally funded under ESEA Title IV-C, the Teacher-Community SEED Center is a resource center serving the nine-town area of Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Rowe and Shelburne.

Working under the premise that education is a lifelong endeavor, the SEED Center offers workshops and courses to all interested people. Although priority for class space will be given to individuals from the nine-town area, others are cordially invited to attend.

This catalog includes a listing of course and workshop offerings for the Winter/Spring of 1978. If additional sessions are scheduled, or changes made, a listing will be printed in our monthly newsletter, available at the SEED Center and in central community locations in the nine-town area.

COURSE PROCEDURES

LOCATION: All programs will be held at the SEED Center unless another location is indicated. (See map on inside back cover.)

REGISTRATION & PAYMENT: (Registration procedures apply only to courses requiring payment.)

1. Fill out the registration form on the last page of this catalog.
2. Fees for graduate courses will be collected on the first night of class.
3. Instructional fees for mini-courses should be mailed with your registration form. Make a check payable to the SEED Center for the amount of the instructional fee(s). Arrangements for purchase of necessary materials will be made with individual instructors.
4. Mail the registration form (and check, if applicable) to the SEED Center to arrive at least one week prior to the beginning of each course. Call the Center (625-2555) if you miss the deadline but still wish to attend.

CANCELLATIONS: Classes and workshops will not be held during scheduled school vacations or on district-wide storm days. Listen to your local radio stations or call the SEED Center for cancellations.

****

If you receive extra copies of this catalog, please share them with friends.

GRADUATE COURSES

The SEED Center is again offering courses for college credit through a special arrangement with area educational institutions.

TRANSACTIONAL ANALYSIS FOR EDUCATORS

This course will be presented in two parts. A classroom format will be used to present tools of TA including: first and second order analysis of the ego states; analysis of transactions; the egogram, life positions and stroke hunger; executive position; game theory; script theory; trading stamps, rackets, and sweatshirts; re-parenting; and the Karpman triangle.

In the second part of the course students will participate in a group experience designed to enhance their self awareness and to provide a workshop for the utilization of the TA tools.

Students will be expected to write a progressive self-appraisal applying their learning from each class session to an analysis of their ego structure. Readings will also be required.

INSTRUCTOR: Donn Brechenser

DATES: MONDAYS, February 27 - June 12 TIME: 7:00 - 10:00 p.m.
Fifteen class sessions

COST & CREDITS: Three graduate or undergraduate credits granted by North Adams State College $115.00
Audit $85.00

DISCIPLINE AND SELF RESPONSIBILITY

COURSE DESCRIPTION: The purpose of this course is to encourage teachers who may doubt their own ability to motivate children in school. The course is a foundation course in exercising effective leadership toward positive change in students' attitudes and values. In the course students will discover "reasons" for misbehavior in the classroom so that teacher intervention behavior will match the reason for the misbehavior and therefore intervene effectively.

MAJOR OBJECTIVES OF COURSE:

1. That students will be able to identify the four major reasons for student misbehavior.
2. That students will experience and practice the four major intervention strategies. 1) Focusing, 2) Assertiveness, 3) Logical Consequences and 4) Encouragement.
3. That students will design a democratic classroom procedure.
4. That students will experience at least three classroom management systems.

PROCEDURES AND METHODS OF INSTRUCTION:

Didactic: Short presentation on approaches to discipline, classroom management and effective intervention.
Experiental: Support and task groups to experience simulations, intervention practice, role playing and awareness activities.

INSTRUCTOR: Tim Timmermann

REGISTRATION INFORMATION:

Credits: Two graduate credits from North Adams State College or Westfield State College.

Cost: $105.00 with credits $80.00 - Audit fee

Dates: Friday, March 3 6:00 - 10:00 p.m.
Saturday, March 4 9:00 - 5:00 p.m.
Friday, March 17 6:00 - 10:00 p.m.
Saturday, March 18 9:00 - 5:00 p.m.
Thursday, March 23 4:00 - 9:00 p.m.

This course is designed for classroom application, but the content would be valuable for anyone working with children.

MINI-COURSES

SEED Center mini-courses are offered to the community as a chance to develop special skills. Since these are self-supporting, there is an instructional fee for each student which goes directly to pay the instructor. UNLESS OTHERWISE SPECIFIED, THE INSTRUCTIONAL FEE PER STUDENT PER COURSE IS $15.00. Material costs are in addition to this fee, and payment will be arranged with each instructor. ("Estimated Materials Cost" is included for your information.)

Because students' fees pay for the instructor's time, he/she may decide to postpone or cancel a course if there are fewer than 10 students registered. Other instructors may be willing to hold class with fewer students. You will be personally notified if a course should be cancelled. (If you want to insure that a course is held, get your friends to register!)

Generally, mini-courses meet once a week for 5 weeks. Locations vary, but UNLESS OTHERWISE SPECIFIED, MEET AT THE SEED CENTER FOR THE FIRST CLASS.

Some instructors have indicated flexibility in timing and location. If you cannot attend a course at the given time or location, but wish to participate, call the SEED Center and we will notify the instructor, who may be able to accomodate you.

SILKSCREENING

The art of silkscreening is extremely satisfying. Various techniques will be explored - using stencil, acetate and photo silkscreening methods. Discovering the many possibilities of 2-3 colors will be part of the pleasure of 5 successive meetings. Many effects can be attained with simple tools. We will be making poster-size prints, cards, stationery, textile wall hangings, and T-shirts.

Instructor: Juliet Seaver of Heath began her art involvement at the age of 16, has done watercolor, collage and other media and most recently silkscreening (past 4 years).

Dates: MONDAYS, February 27 - March 27 Time: 3:30 - 5:30 p.m.

Estimated Materials Cost: $10.00

BASIC DARKROOM TECHNIQUES (Black and White Photography)

Introduction for the amateur photographer to the simple, exciting and inexpensive processes of black and white film developing and printing. Includes techniques such as photo composition, lighting, cropping, dodging, burning, solarization and photograms. Opportunities for the student include a display at Mohawk Trail Regional High School and the Buckland Bicentennial Photo Contest.

Instructor: Clare Lange is the Director of Media at Mohawk Trail Regional High School and taught this course previously through the SEED Center.

Dates: TUESDAYS, February 28 - March 21 Time: 6:00 - 9:00 p.m.
SATURDAY, March 11 Sat. 9:00 - 12:00 a.m.

Estimated Materials Cost: $3.00
A 35mm or 126 instametic camera is needed for this course, and should be brought to the first meeting.

YOGA

Techniques in Hatha yoga, meditation, Pranayama, relaxation, and concentration will be taught. Experience a sense of peace, harmony, health, renewed energy and well-being after each class and throughout the rest of the week. Each student will be encouraged to move at his/her own pace. Please understand that you begin wherever you are, and enjoy the benefits of yoga. Age, inexperience or overweight are not barriers. Now is a good time to start.

Instructor: Juliet Seaver has studied with two masters, 84-year-old Swami Rua and Yogi Raju, and is an experienced teacher of yoga.

Dates: (2 sections) TUESDAYS, February 28-March 28 TIME: 6 - 7:30 p.m.
or WEDNESDAYS, March 1 - March 29 Wed. 1 - 2:30 p.m.
Please do not eat for 2 hours before class, wear loose clothing and bare feet and bring a blanket.

CREATIVE DANCE

Designed to help individuals express their own creativity through movement. Includes warm-up exercise for greater awareness and appreciation of the body and mind unit; basic steps used to form dances to various types of music and later improvization, from free-form dancing to specific dance projects, using music, literature and instruments. Some creative choreography explored as well. All are welcome whether or not they have had dance experience.

Instructor: Darla Nielson has studied modern jazz for 7 years, since then taught creative dance in Franklin County for 5 years, and now lives in Shelburne Falls.

Dates: THURSDAYS, March 2 - March 30

Time: There will be two separate sections for this course, one in the daytime and one in the evening. Actual times will be determined by participants' preferences. Please indicate on the registration form what time you are available.

Participants should wear loose clothing or leotard and tights to the first class, tie back long hair and bring a thick towel, rug or mat.

CREATIVE DANCE FOR CHILDREN

Beginning with exercises that are fun and give a sense of coodination and body appreciation, children will learn dances, express their creativity by dancing to animal stories, various movement games and partner dances. Indian dances included also. For ages 2½ - 13. Children will be divided into 4 separate age groups.

Instructor: Darla Nielson

Dates: SATURDAYS, March 4 - April 1 Time: 9:00 a.m. -12:00

Classes may be held weekdays after school if preferred.

MACRAMÉ: THE ART OF CREATIVE KNOTTING

Accepting students on all levels. First project for beginners is plant hanger followed by wall hanging. Experienced knotters may choose their own projects. Work in all types of cordage, incorporation of beads, dowels, rings and artifacts into finished work. No restrictions on types of projects.

Instructor: Jane Perry of Hawley has been knotting for four years (hand-dyed, all natural materials) and won first prize in 1977 at Franklin County Fair. She works mostly on a custom-design basis with intentions to open her own shop, and taught a Macramé course at the SEED Center this past fall.

Dates: FRIDAYS, March 3 - March 31 Time: 7:00 - 10:00 p.m.

Estimated Materials Cost: $2.00 for purchase of first project kit, assembled by instructor. Other expenses depend on individual's choice.

Bring macramé board to first class if you have one.

CALLIGRAPHY

The formation and make-up of letters, including introduction to Chancery Cursive and Italic letters, use of the broad tip pen and other materials. Also, the laying out of written pages, with touches upon illumination if interest is shown.

Instructor: David Cole studied Art, Painting, Sculpture and Anatomy at the Art Students' League in New York City has been doing illumination and calligraphy (self-taught) for five years and lives in Colrain.

Dates: WEDNESDAYS, March 8 - April 5 Time: 7:30 - 9:30 p.m.

Estimated Materials Cost: $5.00 - $15.00
Bring any calligraphy supplies you have to the first class. Instructor will purchase supplies for those who don't have them.

BASIC LEATHERWORK

Introductory course employing the use of hand tools: pattern making, laying out, cutting basic construction, and hand sewing. Specific projects to include wallets, pouches, small carrying bags and, if time allows, belts. This course should give participants general knowledge of materials and tools usage for basic leatherwork.

Instructors: Dick and Dianne Muller have 13 years of experience in custom and production leatherwork and have shown at many major contemporary shows on the east coast.

Place: The Mullers' studio, Steady Lane, Ashfield

Dates: MONDAYS, March 20 - April 24 Time: 7:00 - 9:00 p.m.
(Excluding April 17)

Estimated Materials Cost: $5.00 - $20.00 depending on number of project

INTERMEDIATE GUITAR: FINGER PICKING

This course is for people who have some basic ability on the guitar with at least a knowledge of first position chords. We will cover use of finger picking for song accompaniment and learn a couple of instrumental pieces. As a final project students will be asked to do a simple song arrangement of their choice.

Instructor: Chris Basiletti has been playing guitar for 6 years, studied finger style at the Old Town School of Folk Music in Chicago, and is presently studying classical guitar with David Leisner. He also composes solo instrumental music for guitar.

Dates: MONDAYS, April 3 - May 8 Time: 7:00 - 9:00 p.m.
(Excluding April 17)
Students should bring their guitars to the first meeting.

CHILDREN'S BOOK ILLUSTRATION/WRITING

An introduction to the field of children's literature, including discussion of concept, education through books and the work of various authors and illustrators; the technical aspects of preparing work for a publisher; and a group critique of students' ideas and work. Each student will work on a project of their choice, applying concepts from the course.

Instructor: Eric Carle is an internationally published author and illustrator of more than a dozen books, and lives in West Hawley.

Dates: THURSDAYS, April [illegible] - May 18 (Excluding April 20) Time: 7:30 - 9:30 p.m.

Estimated Materials Cost: Depends on chosen project.

BASIC STAINED GLASS

Students will be taught a brief history of stained glass, glass types, safety precautions and cutting. The course will cover both lead and copper foil methods of stained glass and also the designing and construction of flat pieces.

Instructor: "Shimmering Glass" is a group of stained glass professionals in Greenfield, specializing in custom work, repairs and restoration, and classes. For this April course they will be bringing their craft to the SEED Center.

Dates: WEDNESDAYS, April 26 - May 24 Time:: 7:00 - 9:30 p.m.

Cost (Instruction): $28.00
Estimated Materials Cost: $18 - $25 for 18" x 24" piece (mirror or window) - varies according to glass chosen. Tools are also in addition to instructional cost, but may be purchased, rented or shared and in some cases substitutes may be used. Students should consult with instructor before purchasing tools.

Limited Enrollment (due to space): 12

WORKSHOPS

In the past, workshops have been designed primarily for classroom application, but we are offering a wider variety this spring. Starred workshops (*) do not necessarily include classroom application and may not be counted towards inservice credit for teachers. Parents and community members are cordially invited to attend any workshop of interest.

Locations vary, but UNLESS OTHERWISE SPECIFIED, WORKSHOPS WILL BE HELD AT THE SEED CENTER FROM 3:30 - 5:30 p.m. Workshops are free of charge.

*Wednesday, March 1: RECYCLING (SCRAP CRAFTS) - Part I

Common household items that are normally thrown away can be the materials for a great variety of crafts. These workshops are designed to introduce children's group leaders, teachers, parents, and other interested people to the possibilities of recycling these easy-to-find and no-cost products into activities for children. There will be a series of 3 workshops, introducing new crafts each time; individuals are invited to participate in any one or all three. Possible topics include: Toys and Games, Scrap Jewelry, Party Activities, 20 Things to Do with Egg Cartons, Gift-Making, etc. If you have specific needs - types of activities or materials - please call in advance so these can be covered in the workshop. Parents are welcome to bring their children.

Facilitator: Anne O'Brien is the assistant director of the SEED Center where she runs the recycling center, and has been crafting with scraps since childhood.

*Monday, March 6: RECYCLING - Part II
9:30 - 11:30 a.m.

Tuesday March 7: LEARNING DISABILITIES
Sanderson Academy, Ashfield, 3:30 - 5:30 p.m.

In this workshop we will discuss some of the theories prominent in L.D. (Learning Disabilities) and the tests used to diagnose and plan programs for L.D. children. Also included will be informal ways to assess children and ways to deal with the L.D. child in the classroom.

Facilitator: Cathey Rogers is the resource room teacher at Hawlemont Regional School. She teaches L.D. children and is involved in testing and planning educational programs for them.

*Thursday, March 9: CREATIVE RECYCLING OF CLOTHING

Renovating out-of-date clothing and all sorts of things into clothes can provide you with a new wardrobe and clean out your old closets. A variety of samples of this sort will be shown displaying different techniques for their metamorphosis (i.e. trimming, recutting & re-piecing, handpainting, redraping, leather).
Please bring one or two pieces of your own that you consider candidates for discussion and ideas.

Facilitator: Jacqueline Cooper is a clothing designer working in New England who does couture and also produces a commerical boutique line. Her own wardrobe includes many remakes.

Monday, March 13: ALCOHOL AND DRUG ABUSE
Mohawk Trail Regional High School, 2:45 - 4:45 p.m.

This workshop will explore the problems of alcohol and drug use among adolescents. We will discuss the drugs that are available in this area, how to recognize the effects of certain drugs, and suggestions for counseling young people who are experimenting with drugs and alcohol.

Facilitators: William McGeary-Lattrell is the director of, and Kay Johnson is a counselor at West County Youth Program, Inc., located in Shelburne Falls.

Tuesday, March 14: JAPANESE COOKING
Buckland-Shelburne Regional School, 3:30 - 5:30 p.m.

Participants will take a mini trip to Japan and become exposed to another culture. There will be suggestions for practical application in the classroom using some Japanese foods and a variety of artifacts.

Facilitator: Alice Libby is a kindergarten teacher at Sanderson Academy.

Tuesday, March 21: FIRST AID
Mohawk Trail Regional High School, 2:45 - 4:45 p.m.

A short lecture and demonstration on First Aid for wounds, emergency action principles and first aid for burns. The audience will then participate in practical application of some of the skills demonstrated, followed by a question and answer period. This lecture is based on three module Red Cross first aid booklets, which will be available (45¢-60¢ each) if participants wish to purchase them.

Facilitators: Representatives from the American Red Cross, Franklin County Chapter, in Greenfield.

Wednesday, March 22: TEACHER-MADE READING GAMES

This workshop is designed to help teachers get a nucleus of teacher-made games for their classrooms. Each teacher attending the workshop is requested to make six duplicate copies of a reading game of their choice. Keep one copy for your classroom and bring five to the SEED Center to exchange with five other teachers. (You will be asked to demonstrate your game.) Please try to make the game durable and include student instructions. If you'd like to duplicate a "new" game or need clarification of the workshop, contact Sheila White (Office: 625-2521; Home: 625-2212). It would be helpful if you called ahead to let us know your game plan in order to avoid duplications. Please try to be as original as possible.

Facilitator: Sheila White is the reading supervisor for the nine-town schools.

Tuesday, April 4: AN INTERDISCIPLINARY APPROACH TO HANDICRAFTS

Participants will discover how the crafts of a country reflect the cultural environment and how the geographic location, agriculture, climate, history, and customs determine the handicrafts of a community. There will be suggestions for practical application in language and social studies classes.

Facilitator: Susan Silvester is Director of Instructional Media for the Mohawk Trail Regional School District and has taught, studied and travelled in a variety of countries.

Wednesday, April 12: LEARNING CENTERS
Hawlemont Regional School, Charlemont, 3:30 - 5:30 p.m.

The purpose of this workshop is to familiarize its participants with learning centers and give them an opportunity to explore the ways such centers might fit into educational programs. The first part will be a presentation dealing with definitions, descriptions, purposes of learning centers, and how to design and implement them. The second part will be a chance for teachers to use the information and techniques learned.

Facilitator: Dulcie Trowbridge is an elementary teacher in Amherst with ten years experience, and a strong interest in learning centers which developed in particular when she worked as a Title I consultant.

*Monday, April 24: PAPER QUILLING

An introduction to the craft of paper quilling, curling strips of paper into spirals which are then combined to create pictures. This is a traditional art form with a long history, which is just recently being revived.

Facilitator: Judy Dabkowski teaches Special Education at Sanderson Academy, and has led several craft workshops at the SEED Center.

Tuesday, April 25: CREATIVITY
Colrain Central School, 3:30 - 5:30 p.m.

We will look at ways of bringing more creativity into our classrooms and our lives, starting with a brief look at the functions of the right and left sides of the brain. Specific applications include lateral thinking, poetry in the classroom, and Synectics - a curriculum which helps make the familiar strange and the strange familiar.

Facilitator: Janine Roberts, poet, musician, and UMass doctoral student, is the creator and former head teacher of the University City New School in Philadelphia.

Monday, May 1: ALCOHOL AND DRUG ABUSE

(See March 13.) This version of the workshop will be directed towards elementary teachers instead of secondary.

Monday, May 8: METRICS, MEASUREMENTS & MANIPULATIVES

This workshop will look at metrics, measurements, and manipulatives used in the teaching of mathematics. Interested participants should notify Maureen or the SEED Center about specific needs and interests in this area.

Facilitator: Maureen Kirwin is Coordinator of the Title I Math Program in the nine-town schools.

Tuesday, May 16: OUTDOOR EDUCATION
Buckland-Shelburne Regional School, 3:30 - 5:30 p.m.

We will explore some of the activities that are possible from the classroom, with the playground and immediate school surroundings as an outdoor learning environment. Activities will be varied and adaptable to any grade level.

Facilitator: Susan Shauger teaches 4th grade at Buckland-Shelburne.

OTHER WORKSHOPS

The following were in planning at the time of publication:

BEHAVIOR MODIFICATION

HOUSE PLANT CLINIC

HUMANISTIC EDUCATION

NATURE WALK

Details of these and any other offerings will be made available through our newsletter.

REGISTRATION FORM

NAME(S) _____

_____

HOME ADDRESS _____

_____

_____

HOME PHONE _____

PLEASE ENROLL ME IN THE FOLLOWING GRADUATE COURSES:
(Bring payment to first class)

_____

_____

MINI COURSES: (Enclose check to cover instructional fee for each course)

_____

_____

_____

_____

I AM INTERESTED IN THE FOLLOWING WORKSHOPS: (Registration not necessary)

_____

_____

_____

_____

SIGNATURE: _____

TEACHER-COMMUNITY SEED CENTER
Crittenden Building
Ashfield Street
Shelburne Falls, Mass.
01370

The SEED Center offers the following other services to the community:

RESOURCE LIBRARY - Books, Materials, Learning Kits, Learning Games

RECYCLING CENTER - Materials, Craft Examples, Idea Books, Workshops

DARKROOM

DRYMOUNT & LAMINATING PRESS

CABLE TELEVISION

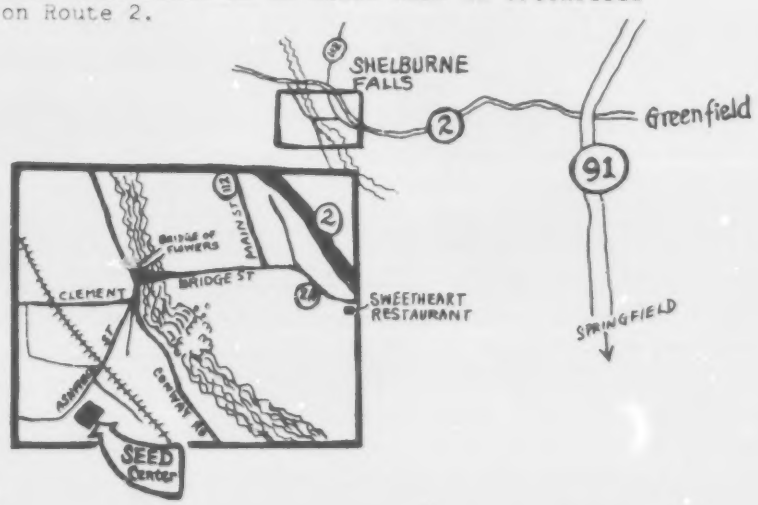
CHILD CARE for GED classes (Friday, 9:30-11:30 a.m.)

PRESCHOOL STORY HOUR (Wednesday, 9:30-10:15 a.m.)

MEETING AREA

* * *

Shelburne Falls is 12 miles west of Greenfield on Route 2.



Teacher-Community SEED Center
Crittenden Building, Ashfield Street, Shelburne Falls, MA 01370

(413) 625-2555

Document **SEED Center Fall Programs 1978**

IN-SERVICE WORKSHOPS

*Giving Directions
*Kites for Learning
*Dried Flowers
*Bookmaking
*Parchment Nature Notes
*Curriculum Planning: Anything Goes
*The Museum as a Learning Environment
*Endangered Species
*Transactional Analysis
*Group Problem Solving
*The Community as Classroom
*Games for Self Understanding
*Integrating the Arts into the Curriculum

MINI COURSES

*Poetry Writing Workshop
*Macrame: The Art of Creative Knotting
*Movement Rituals

SATURDAY MORNING SPECIALS

*Relaxation Techniques
*Introduction to Yoga
*Silkscreening Holiday Cards
*Counted Thread Holiday Ornaments
*Workshop for Kids: Holiday Cards

GRADUATE CLASSES

*Authcnticity for Teaching and Counseling
*Environmental Biology and its Societal Effects

IN-SERVICE WORKSHOPS

Developed primarily for the classroom teacher, in-service workshops cover a wide variety of topics. All workshops will be held at the SEED Center from 3:30 - 5:30 unless otherwise indicated. No prior registration or cost is involved. Non-teachers are also welcome.

Wednesday, October 5 FOLLOWING DIRECTIONS Nancy Spencer
Exploration of commercial and teacher-made materials to help children follow directions in all the curriculum areas. Please bring in any of your own materials.

Wednesday, October 12 KITES Nancy McGovern
Come explore the joys of flying. Workshop participants will be provided with materials for making ornamental and functional kites; the finished kites will become part of the newly developed KITE kit that is now available from the Arts Resource Center, division of the Franklin County Arts Council in Greenfield. Learn something about the history of kites, fundamentals of uplike wind currents and other scientific paraphenalia on aerodynamics. Discuss kites as a springboard for classroom activities in many subject areas. Experience a resource that is available for use in your classroom.

Tuesday, October 18 DRIED FLOWERS Judy Dabkowski
Participants will learn the process of drying flowers and other natural materials for use in their homes and classrooms. Methods demonstrated will include silica gel, pressing, and air drying.

Thursday, October 20 BOOKMAKING Nicki Steele
Greenfield Public Library, 4:00 - 6:30 p.m.
Sponsored by the Franklin County Arts Council
Handmade books can be used for poetry, book reports, journals, etc. Your students will take more pride in their writing if it's in something they've made from scratch. Please bring scissors, plain or lined paper, newspaper, and a medium-sized brush (1-1 1/2") if you have them.

Thursday, November 3 PARCHMENT NATURE NOTES Judy Dabkowski
Here's your chance to create unique note paper using pressed flowers, dried leaves, and plants; tissue paper, glue, and waxed paper. These notes involve the art of OSHIBANA and the procedure is simple enough for anyone to follow.

Wednesday, November 9 CURRICULUM PLANNING: ANYTHING GOES Andrea Dembrowsky
Using "flow charting" as the vehicle, participants will create a unit of study around a chosen idea, concept, object or subject area. Locating resources and ways of building them into your curriculum will also be discussed.

Monday, November 14 THE MUSEUM AS A LEARNING ENVIRONMENT Tim Nuemann
This workshop will center on activities using cultural material in the social sciences, and the history museum as a resource in the art curriculum, centering on Memorial Hall in Deerfield as an example. The program will include both classroom activities and activities for the museum visit.

Tuesday, November 22 ENDANGERED SPECIES Mary Ann Kingham
Extinction is a process that has been going on since life began. In this workshop we will be exploring the concept of animal extinction and humans' role in that process. Live animal presentations will be given as well as value clarification exercises.

Thursday, December 1 TRANSACTIONAL ANALYSIS Donn Brechenser
Workshop participants will explore the basic tools of Transactional Analysis and their application to educational settings.

Tuesday, December 6 GROUP PROBLEM SOLVING Andrea Dembrowsky
Participants will experience practical strategies for promoting group decision making and classroom discussions. Different methods will be offered for helping students assume the freedom and challenge of problem solving with less teacher superivison.

Wednesday, December 14 THE COMMUNITY AS CLASSROOM Anita Page
This workshop will center on the rich field trip and human resources available in this part of the state, and how they can be used to enrich, supplement, and challenge your students' learning. Lists of names, phone numbers, and prices will be distributed. Participants are urged to bring suggestions from their own experiences.

Wednesday, January 4 GAMES FOR SELF UNDERSTANDING Gwen Van Dorp
Enjoy trying out three new non-competitive "ungames" designed for people ages 5-105. These board games, available from the SEED Center Resource Area, are designed to help build self confidence, to improve interpersonal communication and to create a greater awareness of others as well as self. Come preview Roll-a-Role, Social Security, and the Ungame.

Thursday, January 12 TO BE ANNOUNCED

Tuesday, January 17 INTEGRATING THE ARTS INTO YOUR CURRICULUM Anita Page
This session will begin with a report on the Arts Infusion Project in the West Springfield Schools, a Title IV-C project in which Anita Page is a drama specialist. Participants will then work in groups to present a concept using one or more of the arts.

MINI COURSES

POETRY WRITING WORKSHOP
Tuesday evenings, 7-9 p.m. $25.00
Beginning Tuesday, October 4 Taught by Abbott Cutler
(Registration for this workshop will be open until October 3)

Because of the high interest in last year's workshop, the Poetry Writing Work-Shop is being repeated for ten weeks this fall. Participants will be expected to contribute work every week. The work will receive criticism from the instructor and members of the workshop. There will be suggested readings and we will refer to published poets to illustrate techniques of craft, treatment of subject matter, and ways of seeing.

MACRAME: THE ART OF CREATIVE KNOTTING
Five Wednesday evenings, 7-10 p.m. $15.00
Beginning Wednesday, October 12 Taught by Jane Perry

This introduction to the art of creative knotting will proceed from basic knot designs to more advanced techniques. Participants will learn how to incorporate beads, dowels, rings, and artifacts into a finished product. All students will proceed at their own rate, and will have a choice of projects and materials. Materials for the first project will be provided; subsequent materials will have to be purchased by the student.

MOVEMENT RITUALS
Eight Monday evenings, 7-9:30 p.m.
Beginning Monday, October 17
Meet at the SEED Center for the first class session $20.00

Movement Rituals will help participants establish a common language through movement exercises, explore group dynamics through movement improvisations, and develop the skills of self perception and movement observation of daily gestures, habits and postures. These new perceptions aid academic work, social functioning and most importantly personal health.

The approach is adaptable according to group needs and is reflective of the work initiated by Carl G. Jung, the Tavistock Institute, and Anna Halprin of San Francisco Dancers Workshop. No previous dance experience is necessary for this course, - just come and enjoy.

SATURDAY MORNING SPECIALS
9:00 a.m. - 12:00 noon

Taught by Juliet Seaver:

TECHNIQUES IN RELAXATION $2.00
Saturday, October 15
Simple methods will be shared which in turn will remain as valuable tools to be used by the individual and in the classroom.

INTRODUCTION TO YOGA $2.00
Saturday, October 29
Some basic postures will be demonstrated, as well as first hand experience of how yoga gives more energy. There will be time for discussion. Please wear loose clothing.

SILKSCREENING HOLIDAY CARDS $5.00 each week covers
November 12 and 19 registration and expenses
Experience the thrill of making your own cards. We will attempt to make 50-75 cards each. We will supply fine paper and ink.

Taught by Judy Dabkowski:

COUNTED THREAD HOLIDAY ORNAMENTS
Saturday, December 3
Come join friends and neighbors and enjoy making holiday ornaments using another form of cross stitching. Materials will be available - cost should not exceed $2.00, plus $2.00 registration fee.

Taught by Juliet Seaver:

KIDS WORKSHOP: HOLIDAY CARDS $2.00
Saturday, December 10
Beautiful cards can be created out of scraps. Paper and glue will be provided. We ask that kids bring in bits of cloth, sprinkles, feathers, pine needles - whatever. Come prepared to have lots of fun.

Document

SEED Center
December 6, 1978 Release Day Activities

REGIONAL STAFF DEVELOPMENT TEAM

The Staff Development Team has put together an afternoon of workshops for all K-8 teachers....Date....December 6 (release day)....Place....Sanderson Academy, Ashfield.

SCHEDULE
1:00 - 1:15 - Registration and coffee
1:15 - 2:15 - First workshop
2:15 - 2:30 - Break
2:30 - 3:30 - Second workshop

To register please read the workshop descriptions and fill out the form as to your two choices. Please return the tear off form as soon as possible to the SEED Center.

The top ten choices from the recent survey were: New Games, Community Resources, Projects for Gifted and Talented Students, Hyperactivity and Food, Health and Nutrition, Local History, Utilizing an Aide, Integrating Arts into Academics, Operating Audio-Visual Equipment, and Team Teaching. From that list the Staff Development Team has developed the following five workshops:

1) New Games - Two sessions, K-4, 5-8. Led by Michael McCusker, an outdoor educator with the U.Mass. Extension Service. Learn games that are group building and supportive. Alternatives to competitive sports, these games can be used in the classroom, in phys-ed. or at recess. Project Adventure and Ropes Course dealt with at the 5-8 level. Hands-on experience!

2) Community Resources - Two sessions, K-4, 5-8. Led by Sue Silvester, Director of Instructional Media at Mohawk. Sue will open minds and doors to a wealth of resources. Find out about new places to visit, people to see and things to do with your class.

3) Health, Nutrition and Hyperactivity - Two sessions, K-4, 5-8. Led by Joan Jacobs, a public health nutritionist. She can answer your questions on diet, sugar and its effect on kids, preventive medicine and nutrition education. Fascinating!

4) Things to do with Gifted and Talented Students in the Classroom - Two sessions, K-4, 5-8. Led by Masha Rudman, a national consultant who comes very highly recommended. Her specialty is children's literature as well as working with gifted children. Don't miss it!

5) Operating Audio Visual Equipment - Two sessions, K-8. Led by Clare Lange, a teacher and A.V. specialist at Mohawk assisted by Bob Kelly, principal at Colrain with a special porta-pak video project to share. At last lessons on working those machines! Hands on. Don't miss Bob Kelly's video on student newscasts.

Please check your two choices and return this portion to the SEED Center via inter-school mail. These choices are not binding; they are just to give us an idea of how many people will be at each workshop. Thanks!

___NEW GAMES (K-4)

___NEW GAMES (5-8)

___COMMUNITY RESOURCES (K-4)

___COMMUNITY RESOURCES (5-8)

___PROJECTS FOR GIFTED (K-4)

___PROJECTS FOR GIFTED (5-8)

___HEALTH, NUTRITION, HYPERACTIVITY (K-4)

___HEALTH, NUTRITION, HYPERACTIVITY (5-8)

___OPERATING AUDIO-VISUAL EQUIPMENT (K-8)

Document

SEED Center
March 7, 1979 Release Day Activities

Your staff development team has put together its second workshop release day. Please survey the workshop descriptions, check out the schedule and fill in the registration form below. Tear it off and send it to the SEED Center by Wednesday, Feb. 28. We're trying to develop a better pre-registration technique, so please help us out and get them in!

MARCH 7 RELEASE DAY

Recent Trends in the Law of Teacher Tort Liability: K-8, Bob Kelly (Colrain)
A review of the fundamentals of negligence and other aspects of tort law. Will be related to recent court decisions involving teachers. This will be followed with a short discussion on how to avoid liability and what to do when facing suit.

Nutrition Activities in the Classroom: K-4 and 5-8; Sidney Phlum (Public Health Nutritionist)
This workshop will present ideas for use in the classroom. Slides and films will be shown and free curriculum materials will be available to use and keep in the classroom. Hands-on experience.

Enhancing Self Concept in the Classroom: K-4 and 5-8; Nancy Gould (Center for Wholistic Education - Amherst)
The aim of this workshop is to begin to accept and explore the positive qualities of our total selves: mind, body, emotions, imagination, inner wisdom and spirit. We will work with a brief theoretical description of self-concept and then go through several experiential exercises which can also be adapted for classroom application. A resource sheet including several strategies for teachers to use with their students will be available for participants.

Children's Literature: K-4, 5-8; Masha Rudman (University of Massachusetts)
The focus of each section will be a discussion of specific children's books and how they can be used to fit with and integrate the curriculum. Themes and issues will be identified. Activities for application to the classroom will be suggested.

Thinking, Inductive - (Concept Formation): 5-8, but open to interested K-4; One 2-hour session; Jack Conklin (North Adams State)
Probably nothing has been more consistently pursued than has the teaching of thinking - helping human beings to process information and solve problems. Hilda Taba has developed a series of teaching strategies designed to develop inductive mental processes. Her models are designed to help students improve the processing of information. The basic inductive strategies she provides give the teacher a powerful "handle" on a repertoire of essential behaviors for working with children at any level.

PLEASE COMPLETE FORM, TEAR OFF AND SEND TO SEED CENTER BY FEBRUARY 28!

NAME_____

1:00 - 1:15 Confirm Registration/coffee/refreshments

1:15 - 2:15 First Session (Check One)

____School Law (K-8)

____Nutrition Activities (K-4)

____Self Concept (5-8)

____Children's Lit (K-4)

____Concept Formation (K-8) 2 hours long

2:15 - 2:30 Break

2:30 - 3:30 Second Session (Check one unless already in Concept Formation)

____Nutrition (5-8)

____Self Concept (K-4)

____Children's Lit (5-8)

____School Law (K-8)

Document **SEED Center**
May 2, 1979 Release Day Activities

MAY 2 RELEASE DAY

Your Staff Development Team has put this third and last release day together. Please read the course descriptions, check the schedule, and fill in the registration form that follows. The form should be given to the staff development team members at your school as soon as possible. The last day to hand in your pre-registration form is April 11th. Here's a list of the staff development team members:

COLRAIN - Larry Wells
MOHAWK - Ann Goodell
BUCKLAND-SHELBURNE - Polly Anderson & Charlotte Butterfield
HAWLEMONT - Linda Stuart
SANDERSON - Vivian Fuller & Martha Conant
ROWE - The SEED Center

ALL WORKSHOPS WILL BE HELD AT THE MOHAWK REGIONAL SCHOOL

Course Descriptions

The Infusion of Art Into the Curriculum; K-6: Elly Lazarus from West Springfield will impart working ideas of how art can be used in the classroom. She will present packets of different art activities relating to normal subject matter. The packets range from geometric shapes to the study of neighborhoods. Art as part of our lives can be a reality at least in the classroom.

Hands-On Math; K-6: Hurray, Hands-on! Two teachers from The Amherst School System will present a concrete and semi-abstract approach to teaching the manipulatives. Workshop features will be teacher made materials, cuisinaire rods and other useful tools.

The Nancy Prentiss Travelling Show; K-8: Nancy's show will be about writing resources. She is also a teacher from Amherst who will show us specific materials to use in the classroom. There will be a short presentation of her impressive collection of resources and materials, then she will conduct a "tour" of the story starters, posters, learning centers, etc.

600 Million Years of History; K-4, 5-8: How well do you know your local rocks? Me neither, but Dick Little of Greenfield Community College does. Dick will show slides, give hand outs and a resource list, and display his rock bulletin boards (which may be borrowed) in order to leave us with useful information to bring back to the students about our own local geology.

Teaching Thinking In Math; K-4, 5-8: Clark Adams, who comes from the Center for the Development of Reasoning at UMass, reputedly can make logic come to life. These workshops are designed to teach logic as part of the math curriculum. Piaget's theories will come into play and specific activities to use with the children will be given. Clark says that it's not just computation.

Teacher Burn-Out; K-8: Gail Green and Arthur Weintraub are teachers in South Hadley and also run the Windscape Center for Success. They will deal with this timely issue in a positive light. Find out what burn-out really is and what you can do about it. Geared to maintain interest and make your day.

Puppetry; K-8: Rosie D'Intino of the Hawlemont School will teach us how to make puppets which we can use in a variety of ways in the classroom. Materials you should bring are: old clothing, (children's things are good), panty-hose, and gloves. (old and beaten up)

Simulation Games; 5-8: Simulations and games have proved to be extremely successful teaching methods in virtually every educational setting in which they have been used. Bob Maloy, Director of the Greenfield Secondary Schools Project, will give this workshop which will deal with simulation as a tool in the classroom. Putting your students in "real life situations should be investigated.

Hands-On Science; K-4, 5-8: Klaus Schultz from the Center for the Development of Reasoning says teachers should be up to their elbows in activities within 5 minutes of the start of his workshops. He will show electricity related activities during the 5-8 session and will show buoyancy activities for the K-4 teachers. Klaus comes armed with hand-outs.

PLEASE COMPLETE THIS FORM AND GIVE IT TO THE STAFF DEVELOPMENT TEAM MEMBER BY APRIL 11. THANKS FOR PRE-REGISTERING.

- -

NAME_____

1:00 - 1:15 Confirm registration/coffee/refreshments

1:15 - 2:15 First Session (check one) unless in 2 hour session

___600 Million Years of History (K-4)

___Simulation Games (5-8)

___Hands-On Science (5-8)

___Teaching Thinking in Math (K-4)

2:15 - 2:30 Break

2:30 - 3:30 Second Session (check one) unless in 2 hour session

___Hands on Science (K-4)

___600 Million Years of History (5-8)

___Teaching Thinking in Math (5-8)

___Nancy Prentiss Travelling Show (K-8)

1:15 - 3:30 Two Hour Sessions (check one if not in 1 hour session)

___Hands-On Math (K-4)

___Infusion of Art Into The Curriculum (K-6)

___Teacher Burn-Out (K-8)

___Puppetry (K-8)

Document **GSSP January 1980 Newsletter/Calendar**

NEWS & NOTES

A COOPERATIVE NEWSLETTER/CALENDAR BY THE GREENFIELD SECONDARY SCHOOLS PROJECT & GREENFIELD INSERVICE TEAM

JANUARY '80

G.I.T.

As you are aware, an Inservice Team (GIT) for the Greenfield School System has been formed. The committee consists of staff representing all levels within the school system.

In the opening months of school we have been engaged in developing our first inservice program. One of the first services we are providing is this monthly calendar of inservice events. Accompanying this calendar will be a newsletter to inform you of GIT and GSSP activities. This calendar and newsletter will be distributed each month. It will list events sponsored by the Greenfield Inservice Team, as well as other groups within our school system, community, and Franklin County. In accordance with our philosophy, many of these events are not mandatory. It is our intention that this service be provided to increase your awareness of professional events available to you.

You are welcome to submit to the calendar any activities or events by the third Thursday of each month. (Notify the contact people * below.)

Greenfield Inservice Team

Barbara Aiken	*Marilyn Munn
*Carolyn Dawson	*Sheila O'Neil
*Joyce Fuller	*Sandy Purrington
*Barbara Gamash	*Barry Raymond
Dennis Kiernan	Robert Schilling
Robert Maloy	Mike Schwartz
Sara McCollom	*Jayne Upton
Barbara Mullins	Carol Westing

G.S.S.P.

The Secondary Schools Project (GSSP) is pleased to join the Inservice Team in developing the NEWS & NOTES calendar/newsletter. We look forward to working together to help update everyone on what is happening with the Project, the Inservice Team, and our various in-service and staff development activities.

With NEWS & NOTES we can let you know more about our mini-grants, the TRADES playground project, our grant writing activities, and planning and development for the teacher center. We are preparing a federal Teacher Center Planning Grant and would appreciate any comments you may have. Your ideas and suggestions are essential to the proposal-writing process. Contact Bob Maloy at the project office (774-4241).

NEWS & NOTES represents just part of a larger combining of efforts between the GSSP and the GIT to coordinate teacher-generated and teacher-controlled programs.

Executive Committee

Robert Schilling, Chairperson

Beverly Baran	Charlie Hunting
Ray Calabrese	Ed Jones
Louie Clough	Alfred Lee
Chris Crocker	Pat Reed
Doug Gaudet	Clement Seldin
Kevin Hassett	Marge Stone

Shawn Finnegan - Editor

GSSP OFFICE 774-4241

JANUARY

1980

M	T	W	TH
	NEW YEAR'S DAY 1	2	3
7	8	HOLT BASIC READING - SKILLS 1:15 - 3:00 GREEN RIVER SCHOOL ALFRED SOMMER 766 PARENT ADVISORY COUN. ORGANIZATION/RECRUITMENT 7:30 - LIBRARY - JR. HIGH 9	10
14	MARTIN LUTHER KING BIRTHDAY 15	16	17
21	22	HOLT BASIC READING - SKILLS 1:15 - 3:00 PLACE TO BE SET ALFRED SOMMER 23	24
28	29	HOLT BASIC READING - SKILLS 1:15 - 3:00 PLACE TO A. SOMMER BE SET SEED CTR/SHELBURNE GESELL THEORY 30	31

SPECIAL WORKSHOPS

JANUARY 9 - UMASS DIVISION OF CONTINUING ED · GREENFIELD REGISTRATION
SPRING 1980 GREENFIELD PUBLIC LIBRARY
5-7 pm

JANUARY 21-23 - GCC CONTINUING ED 12-8 pm

SPECIAL THANKS TO CRAIG POLANOWSKI AND JIM BITZER,
GHS GRAPHIC ARTS AND DAWN MARTIN

NEWS & NOTES

GSSP FUNDS FOUR MINI-GRANTS

The GSSP Executive Committee has funded four new mini-grants in the fall round. In all, four proposals were approved and four put on hold until further details could be worked out.

Seed money of $450 has been given for a bimonthly junior high newspaper, proposed by Chris Crocker and Edward Burakiewicz. A spring film festival, organized by the English Department at the junior high, has been funded with a grant of $272. Natural High students will be able to round out their school band by purchasing a drum set for $300. Project Challenge/Discovery of the Phys. Ed. Department of the high school has been given up to $500 in order to buy 25 used X-country ski sets from Northfield Mountain.

The spring round of mini-grants is now open to teachers in all grades K-12 due to the merging of GSSP and GIT mini-grant funds. If a teacher and/or student has an idea, and it needs money to make it work, pick up a mini-grant application in room 84, GSSP office in the high school.

****

A $1100 proposal to the South Berkshire Educational Collaborative for a Drug and Alcohol Training course for teachers was submitted by Dick Housner, GHS art instructor. It was recently approved and is scheduled to start in February.

****

TRADES update: Plans for the playground at Federal North/South have been approved. That equipment and toys for the Greenfield kindergartens will be under construction over the winter.

RESOURCE PERSON JOINS GSSP

Shawn Finnegan has recently joined the Greenfield Secondary Schools Project as a materials and resources coordinator. Translated, her title actually means she is here to help research and set up special teacher, student, and combined projects, investigate sources for new curriculum and mini-grant ideas, work with the Inservice Team, seek funding and write grants, and accumulate materials for a teachers' center. She is a CETA-funded thus temporary addition to the project until May, or until permanent funding can be found. Her background includes degrees in history and art education and experience in secretarial work and office administration.

Shawn is working out of the GSSP office, room 84 - phone 774-4241, in the high school, however, she will be available to both elementary and secondary school teachers and students as part of the GSSP efforts to develop a teachers' center for Greenfield. She welcomes any ideas you may have or projects you need help in initiating.

NEW GREENFIELD INSERVICE TEAM LOGO DESIGNED

The Greenfield Inservice Team's (GIT) new logo appearing on the calendar on the reverse side of this newsletter was designed by Liz Thurston, a building aide at Federal South School. Besides representing the the three initials of the GIT, the logo symbolizes two people (the "i" and the "t") working together through the upswing of the "g" or arm connecting the two.

Document

GSSP February 1980
Newsletter/Calendar

NEWS & NOTES

A COOPERATIVE NEWSLETTER/CALENDAR BY THE GREENFIELD SECONDARY SCHOOLS PROJECT & GREENFIELD INSERVICE TEAM

FEBRUARY 1980

TEACHER WORKSHOPS

FEDERAL NORTH
FEB 27 1:15 - 3:30

E
GIFTED & TALENTED — Dulcie Trowbridge of Ft River School
Mark Cherniack of NEW ROOTS — ENERGY
NEW MATERIALS — Bryant's Store of Springfield
Dr. David Johnson of GCC — BEHAVIOR MOD
MAINSTREAMING — Prof. Phil Fortacanti, AIC
Judy Sandler & Jan Holmes of EDCO — TEACHER BURNOUT
CHISANBOP — Patricia Sweetland supporting asst., Wentworth Jr. High Sch.
TEACHER CENTER & MINI GRANTS — Bob Maloy of GSSP
Y

FRUIT · CHEESE · CRACKERS · 2:15

GSSP OFFICE · 774-4241

FEBRUARY

1980

M	T	W	TH
4	5	766 Parents Advisory Council · 7:30 GJHS Lib. open to all interested Holt Curriculum meetings A Counselor · to be set for Wed. PM's 6	7
DEADLINE FOR TITLE IV-C PROPOSAL 11	GIT Meeting 12:15-2:30 Conf. Room – Admin Bldg. MEET THE AUTHOR EVENING Jane Yolen ··· Dragon Weaver 7:30 FC Arts Council Bldg. Green Field 12	Holt Curriculum meetings time to be set. open for teachers at Davis, Newton, Green River only and, to be limited at one of these three 13	♡ VALENTINE'S DAY 14
← V A C A	T I O N →		
18	TRAINING IN WRITING AN IEP. James Laroty 9-4 conf. rm, TJHS prof. spec. ed / regular ed staff 19	20	21
DEADLINE FOR MARCH CALENDAR INSERTS General Nutrition Workshop Federal North Auditorium 3:30 - teachers GR 1-6, P. Friesthe & D. Biak 25	26	GREENFIELD ELEMENTARY TEACHERS INSERVICE DAY Federal North · 1:15 - 3:30 27	TEACHER CENTER PLANNING GRANT PROPOSAL DUE 28

SPECIAL WORKSHOPS

TRADES Mini-Seminars (in conjunction w/ Franklin County Arts Council)
GHS Woodshop – 1 to 3 pm – Jerri Husch (Arts Council 2-6811) classes & teachers invited
FRIDAY Feb. 1 - "Space, Time, and Motion"
Feb. 8 - "Technology and Tools"
Feb. 15 - "Art and the Tool"

SEED Ctr - Feb 12 registration for 10 wk. course: SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING beginning Mar 4. call Chris at 625-2555 12 wk. course Authenticity in Teaching/Counseling 3 graduate credits

NEWS & NOTES

WE WERE GOING TO USE A FLASHY DESIGN TO TELL YOU ABOUT THE SECONDARY SCHOOLS PROJECT, BUT REALLY, HOW DO YOU CREATE A DESIGN FROM THE LETTERS G · S. S · P ? INSTEAD, WE OFFER A BRIEF SUMMARY OF CURRENT PROJECT ACTIVITIES:

* A MINI-GRANTS PROGRAM SUPPORTING INNOVATION IN CURRICULUM AND TEACHING. (THIS SPRING WE PLAN TO EXPAND TO INCLUDE ELEMENTARY TEACHERS AND MORE SECONDARY STUDENTS.)

* PLANNING AND GRANTS. THERE IS STILL PLENTY OF MONEY IN FEDERAL AND STATE SOURCES, AND WE ARE GETTING SOME TO HELP OUR SCHOOLS.

* TRADES PLAYGROUND PROJECT. WE HAVE DEVELOPED AN ALTERNATIVE PROGRAM AT THE HIGH SCHOOL. IT IS CONSTRUCTING NEW PLAY ENVIRONMENTS FOR THE HIGH SCHOOL, FEDERAL NORTH/SOUTH, THE KINDERGARTEN ROOMS, AND OTHERS.

* TEACHER CENTER. THE PAST TWO MONTHS WE HAVE PREPARED A FEDERAL TEACHER CENTER PLANNING GRANT. THIS IS THE FIRST STEP TOWARDS DEVELOPING A TEACHER-EDUCATION RESOURCE CENTER FOR US ALL TO USE.

* DRUG AND ALCOHOL TRAINING FOR TEACHERS. A GRANT FOR THE STATE WILL ENABLE US TO OFFER A MINI-COURSE TO HIGH SCHOOL TEACHERS ON THIS TROUBLING PROBLEM.

* COMMUNITY LIASONS. ESTABLISHING CONTACTS WITH AGENCIES, LOCAL COLLEGES, AND OTHER COMMUNITY MEMBERS

— GSSP Staff

Document **GSSP March 1980 Newsletter/Calendar**

NEWS & NOTES

A COOPERATIVE NEWSLETTER/CALENDAR BY THE GREENFIELD SECONDARY SCHOOLS PROJECT & GREENFIELD INSERVICE TEAM

MARCH 1980

JUNIOR HIGH IN-SERVICE DAY

The Junior High Committee of the GIT is currently organizing in-service days for junior high teachers to be held on March 18 and April 1, 12:30-3:00 pm. Students will be dismissed at 11:30 and lunch will be held prior to the beginning of the afternoon programs. The topics will include: Classroom Management, Intergrating Curriculum, New Games, and Teacher Burnout and Retraining. The times for these inservice days have been set up to provide initial presentations on the first day with follow-ups two weeks later. All junior high and potential middle school teachers are invited to participate.

The production of NEWS & NOTES every month is to serve primarily as a vehicle for communication among teachers/staff/administrators (and interested community members) in Greenfield's Public Schools. Anyone having an item for the calendar, a topic for discussion for the front page, or even an appropriate artistic contribution, is urged to submit it to NEWS & NOTES, care of the GSSP Office, room 84 in the High School. The deadline for the April issue is March 19.

DRUG AND ALCOHOL CLASS BEGINS

The Drug and Alcohol Course for Secondary Teachers in Greenfield begins this month with an all-day session at GCC on Tuesday, March 11, followed by two Tuesday afternoon classes at GHS; this scheduling format will be continued in April. This two-credit course, made possible by Commonwealth Inservice Institute, will be taught by Ruth Yanka and Bob Diamond of the Beacon Clinic of Franklin County Public Hospital.

Program objectives to be studied include: background in drug use in our society; psychological and physiological effects of drugs and alcohol; overview of different drugs; attitudes and values about drugs and users; and counseling and intervention skills. The participants are: Pat Reed, Almut Metzroth, Marianne Keating, Jeanette Lawrence, Richard Housner, Peter Pullen, Bill Bassett, Edythe Harris, Beverly Adler, Christine Trenholm, Anna Sabato, Jackie Hillman, Ann Howard, Ann Brosky, Mark Clark, and Bob Schilling. Dick Housner is serving as program convener.

Editor: Shawn Finnegan

GSSP OFFICE 774-4241

MARCH

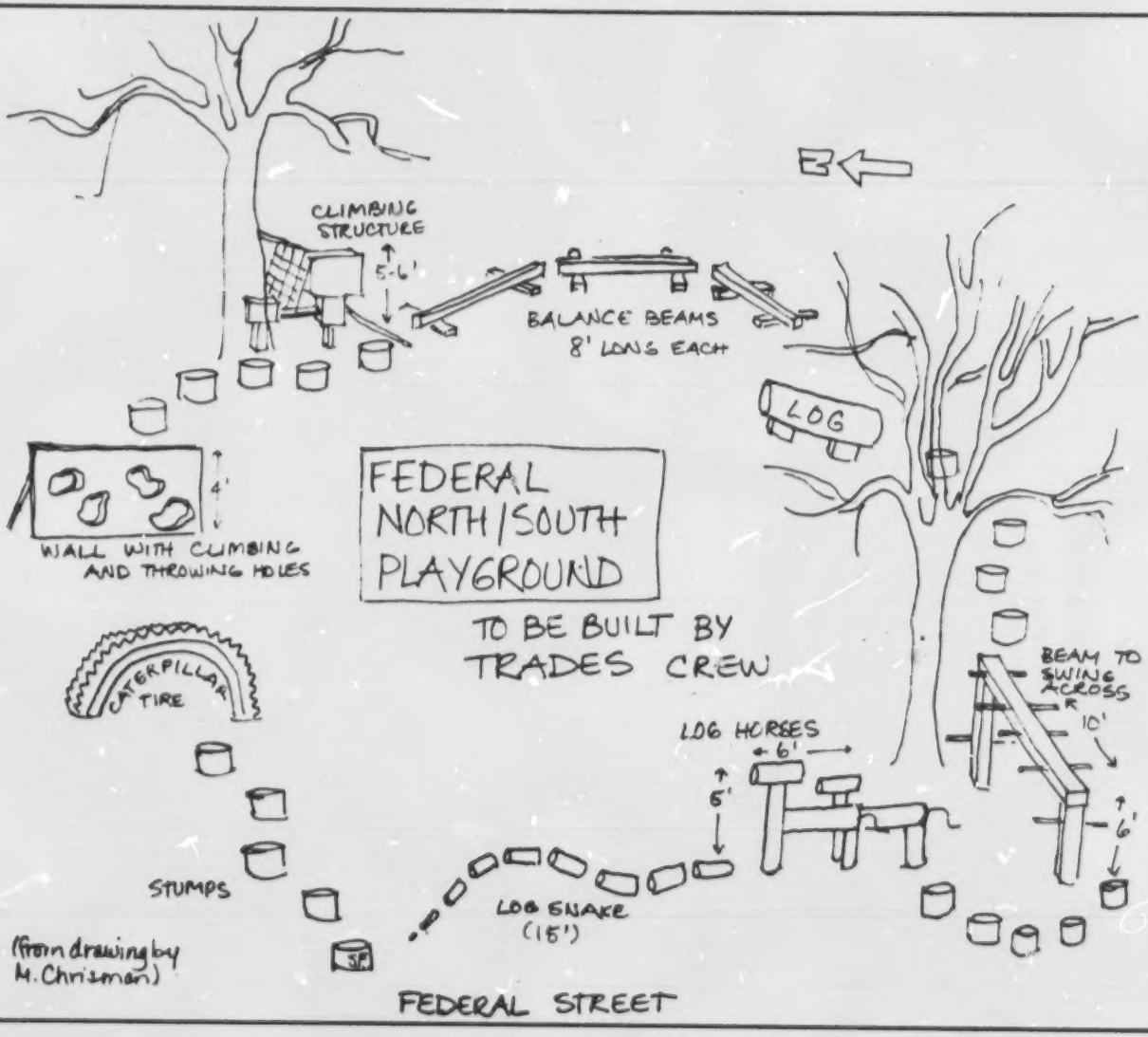
1980

M	T	W	TH
3	4	NUTRITION WORKSHOP 1:15 FOUR CORNERS SCHOOL THE PARENTS ADVISORY GROUP 7:30 GJHS, RICHARD THOMPSON HOLT BASIC READING SKILLS 1:15 - 3:00 @ GREEN RIVER 5	6
10	FOSTERING/ADOPTING SPECIAL NEEDS CHILD* 7:30 CONFERENCE ROOM ADMIN BLDG. DRUG & ALCOHOL COURSE GCC CAFETERIA 8:00 - 4:30 11	HOLT BASIC READING 1:15 - 3:00 12	GREENFIELD INSERVICE TEAM 12:15 - 2:30 MEETING ADMIN BLDG 13
GREENFIELD EVENING ADULT EXHIBIT 6-9 PM GHS CAFETERIA PUBLIC WELCOME ST. PATRICK'S DAY 17	DRUG & ALCOHOL TEACHERS CAFETERIA GHS 2:30 - 5:30 JR HIGH INSERVICE DAY 12:30 - 5:00 18	SEXISM IN THE SCHOOLS 1:15 FED NORTH, LINDA ABRAMS** GSSP EXEC. COMM. MEETING (time/place to be announced) "FLUENCY" 4:15 WESTFIELD*** HOLT BASIC READING 1:15 - 3:00 19	FIRST DAY OF SPRING 20
24	DRUG & ALCOHOL TEACHERS CAFETERIA GHS 2:30 - 5:30 FORUM: "INDUSTRIAL DEVELOPMENT" 7:30 GCC LECTURE HALL, FREE. FLANNERY O'CONNOR'S BIRTHDAY 25	HOLT BASIC READING 1:15 - 3:00 26	27
31		DEADLINE FOR APRIL 15 CALENDAR - WEEK OF	NASS CHILD SEARCH 1-800-882-1424 IF YOU THINK YOUR CHILD HAS A SPECIAL NEED AND IS NOT ATTENDING SCHOOL... CALL FOR FREE ASSISTANCE

*"Fostering/Adopting Special Needs Child" - presenter Paul Schmaltzacher Children's Aid & Family Services

**"Sexism in the Schools" - contact Pat Reed for further information

***"Fluency" - Dr. Stanley Taylor, Denver Acad., Westfield State College cosponsored by Pioneer Reading and WSC Reading Dept.



NEWS & NOTES March 1980

Document **GSSP Mini-Grant Program**

DO YOU HAVE AN EXCITING IDEA FOR A CREATIVE PROJECT WHICH WILL IMPROVE SECONDARY EDUCATION_

* BY CREATING INSTRUCTIONAL ALTERNATIVES
* BY PROMOTING STAFF, STUDENT, OR COMMUNITY INVOLVEMENT
* BY UTILIZING EXTERNAL STAFF, SETTINGS, OR PROGRAMS
* BY EXPANDING THE SCOPE OF EXISTING PROGRAMS

A G.S.S.P. MINI GRANT MAY HELP YOU.

WHAT IS A MINI GRANT?

A Mini Grant provides funds for resources needed to begin a new educational, innovative process or program involving the secondary schools. A proposal should be a response to an educational need or problem which you have defined.

WHAT ACTIVITIES DO MINI GRANTS FUND?

Activities which are based on need, are innovative, and could be used by other staff, students or community groups. Mini Grants can help individuals or groups create individualized learning experiences, sponsor environmental and community study projects outside the classroom, involve students in art, crafts, music, and photography, initiate students teaching students, and help teachers, students or community groups embark on new approaches to science, math, reading, social studies and many more original educational activities.

WHAT CAN THE MONEY BE USED FOR?

Once you have developed an idea, Mini Grant funds can be used to pay for materials, consultants, supplies, equipment, travel, and limited contracted services which are essential to your project.

WHO MAY APPLY?

Anyone in the Greenfield Secondary Schools (students, teachers, parents, administrators or interested community members) who has an innovative and creative idea about improving secondary education may apply. All applications will be screened, prioritized and considered for approval by members of the Staff, Student, or Community Action Committee which represent the applicant in the Project.

HOW DOES ONE APPLY?

You may apply for a Mini Grant at any time by supplying the information requested on the attached application. Applications for the fall semester funding round must be submitted by November 1st and will recieve notification of their disposition on or about December 1st. Spring round applications must be recieved by March 1st and will recieve notification on or about April 1st. Final decisions on funding will be made by

the Executive Committee of the G.S.S.P. following the recommendations of the Project's Action Committees. Proposals can be submitted to the G.S.S.P. project office in room 84 at the High School or to the Resource Room at the Junior High.

HOW IS THE DECISION MADE ON WHAT WILL BE FUNDED?

Applications will be judged on the degree to which the proposed project is:

1. Designed as a response to an educational need or problem defined by the applicant.
2. A promising concept or practice which can serve as an example and is innovative.
3. Provided for dissemination to other staff, student or community groups.
4. A plan of action that will demonstrate a commitment on the part of the applicant to the proposed project.
5. Not a request to supplant current school system funding.

WHAT ARE THE REPORTING REQUIREMENTS?

A Mini Grant recipient must submit a final evaluation report at the termination of the project to the G.S.S.P. In addition, funds expended must be documented by receipts or bills for contracted services. Budget line items as described in the Mini Grant application must be followed unless waived in writing by the Executive Committee.

WHERE CAN I GET HELP OR MORE INFORMATION?

The G.S.S.P. is available to assist you during normal school hours. The project office is located in room 84 at the High School. Our telephone number is 774-4241. Feel free to drop in and see Bob Maloy, the Project's Executive Director or any of the project staff if you need help with the application, have questions about other project activities, or have concerns that the project might assist you to address.

Document **GSSP Mini-Grant Proposal Form**

Date _____ Funding Cycle: Fall __
Spring __

APPLICANTS

Name(s) School

_____ _____

_____ _____

PROJECT NEED, GOAL(S) AND ACTIVITIES

Need: _____

_____

_____

Goal: _____

_____

_____

Activities: _____

_____

_____

_____

EVALUATION

How will you know/measure the degree to which you have achieved your goal?

_____

_____

_____

_____

How do you plan to share your project's results? (Include plans for final report to G.S.S.P. and, if appropriate, to school community).

_____

(2)

EVALUATION (cont.)

_____

_____

_____

SUPPORT SERVICES NEEDED

The G.S.S.P. can help by: (include any assistance beyond funds, ie: coordination, information, volunteer time, etc. that the G.S.S.P. might provide to the project).

_____

_____

_____

PROPOSED BUDGET

Fees/Registration:	$ _____
Travel to _____	$ _____
Meals # _____	$ _____
Lodging #days _____	$ _____
Substitutes # _____	$ _____
Consultants Fees/expenses	$ _____
Materials/Supplies:(detail)	
_____	$ _____
_____	$ _____
_____	$ _____
_____	$ _____
Other: (detail)	
_____	$ _____
_____	$ _____
TOTAL:	$ _____

Please return this completed form to:
Project Office, room 84 at the High School
-or-
Resource Room at the Junior High School

Document **GSSP Mini-Grant Contract**

Date _____

Dear _____ :

On behalf of the Executive Committee of the Greenfield Secondary Schools Project, we are pleased to inform you that your Mini-Grant proposal for the purpose of _____ _____ has been approved.

To carry out your proposal, (as described in your request of _____), the GSSP will provide funds to be expended as follows:

Dated receipts for all expenditures must be submitted to the Project Office. Any change in the approved budget line item expenditures requires prior written approval from the GSSP Executive Committee. Please contact Bob Maloy or Shawn Finnegan for assistance.

The Committee requests that any document produced as a result of this grant contain the following statement: "support for this project was, in part, provided by a Mini-Grant from the Greenfield Secondary Schools Project." Any materials purchased become the property of the Greenfield School system.

If you agree to the terms of this contract, please sign below, and return at your earliest convenience.

_____ _____

_____ _____

We thank you for your interest, and wish you success with your project.

Executive Committee
Greenfield Secondary Schools Project

Document

SEED Center Mini-Grant Program

To: All Teachers and School Personnel
From: Teacher/Community SEED Center
Re: Mini-Grants

DO YOU HAVE AN EXCITING IDEA FOR A CREATIVE PROJECT.....

WHICH WILL HELP STUDENTS TO LEARN,
LEARN IN A DIFFERENT MANNER,
LEARN NEW KINDS OF THINGS,
LEARN IN A DIFFERENT SETTING?

A MINI-GRANT MAY HELP YOU.

WHAT IS A MINI-GRANT?

A Mini-Grant provides funds in any amount up to $200.00 for resources needed to begin a new educational, innovative process or program involving elementary or secondary students. A proposal should be a response to an educational need or problem which you have defined.

WHAT ACTIVITIES DO MINI-GRANTS FUND?

Activities which are based on need, are innovative, and could be used by other teachers. Mini-Grants can help teachers create individualized learning experiences, sponsor environmental and community study projects outside the classroom, involve students in art, craft, music, and photography, initiate students teaching students, and help teachers embark on new and creative approaches to science, math, reading, and social studies and many more original educational activities.

WHAT CAN THE MONEY BE USED FOR?

Once you have developed an idea, Mini-Grant funds may be used to pay for materials, supplies, equipment, travel, and limited contracted services which are essential to your plan.

WHO MAY APPLY?

Anyone in the nine-town school systems (a student, parent, teacher, someone in the community, or an administrator) who has an innovative and creative idea about working with students may apply. All applications must be approved by the SEED Center Advisory Board.

HOW DOES ONE APPLY?

You may apply for a Mini-Grant at any time by supplying the information requested on the attached application. When your application is received it will be screened to make sure that you have supplied all the necessary information. If you have not, you will be asked to submit what is needed. Your

	application should be submitted at least eight weeks before you wish to begin a project. Mini-Grant proposals should be sent to the SEED Center.
HOW IS THE DECISION MADE ON WHAT WILL BE FUNDED?	The advisory board judges an application on the degree to which they believe the project is: 1. Designed as a response to an educational need. 2. A promising concept or practice which is innovative and can serve as an example. 3. Able to be disseminated to other teachers. 4. A plan of action justifying the requested resources, not merely a means of providing materials and equipment. 5. Shows a commitment on the part of the teacher to the proposed project.
WHAT ARE THE REPORTING REQUIREMENTS?	A Mini-Grant Recipient must submit a final evaluation report at the termination of the grant to the SEED Center
WHERE CAN I GET HELP OR MORE INFORMATION?	The Teacher/Community SEED Center Crittenden Building Ashfield Street Shelburne Falls, Ma. 01370

Document **SEED Center Mini-Grant Proposal Form**

SEED CENTER MINI-GRANT PROPOSAL

DATE: _____

PARTICIPANTS NAME(S) SCHOOL

_____

_____

WHAT DO YOU PROPOSE TO DO? (A BRIEF STATEMENT)

_____

_____

HOW DO YOU PLAN TO DO IT? (ACTIVITIES)

_____

_____

WHY DO YOU PLAN TO DO IT? (WHAT NEEDS DO YOU PERCEIVE?)

_____

_____

WHAT END RESULTS DO YOU EXPECT TO ACHIEVE? (HOW WILL THE NEEDS BE MET?)

_____

_____

WHAT EVIDENCE CAN YOU PRESENT THAT THE END RESULTS WERE ACHIEVED?

_____

_____

HOW CAN THE PROJECT BE SHARED WITH OTHER TEACHERS, STAFF?

_____

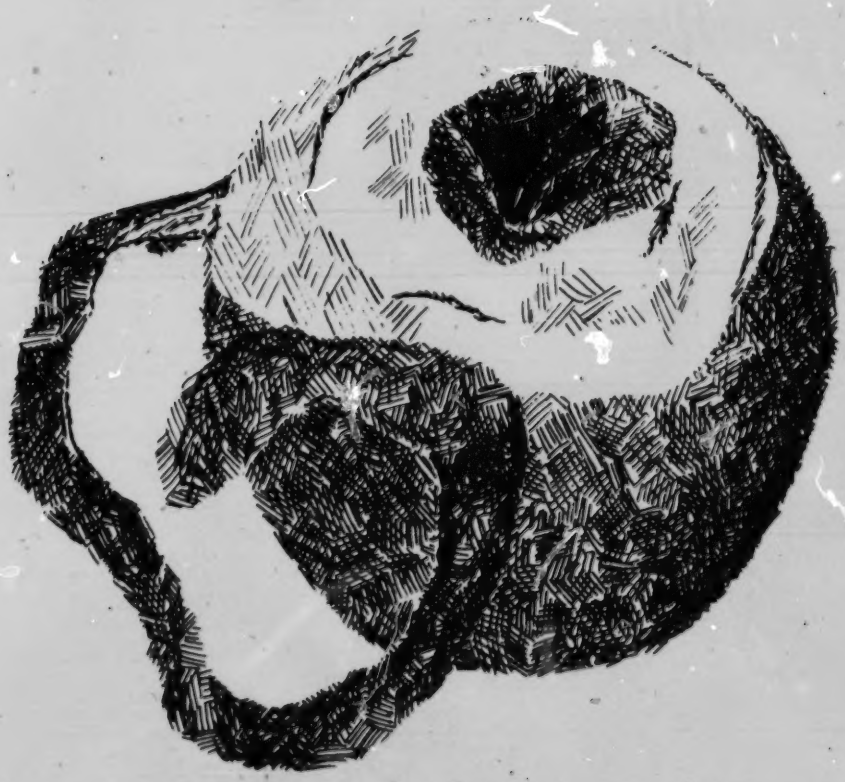
_____

LIST THE COSTS OF THE PROGRAM BELOW. BE VERY SPECIFIC.

* * * * * * * * * * * * * * * *

USE THIS SPACE FOR ADDITIONAL INFORMATION IF NECESSARY.

A Procedures Booklet



A Procedures Booklet

Earlier our programs were described as a collection of expanding possibilities. In this section we present a summary of basic information on how to realize some of those possibilities. Specific ideas and strategies for mini-courses, in-service, graduate courses, a resource material library, community programs and public relations are listed directly from the SEED Center "Procedures Booklet."

The procedures focus on specific SEED Center programs and general procedure material potentially applicable to any teacher center.

What follows has been carefully gleaned from the experiences of the SEED Center. The Greenfield Project has found that many of these ideas can be used as a guide to program efforts. We hope that you, as well, will find this information beneficial.

Anne O'Brien

How to Arrange, Schedule, Publicize and Organize SEED Center Activities

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I. MINI-COURSES

A. Choosing Topics

Both the SEED Center and General procedures are:

1. Responses from Needs Assessments - include a question about courses people would like to take.
2. Personal contacts: People offering to teach a skill or a topic. People requesting a course on a particular topic.
3. Consideration of needs/what is available in area.

B. Format, Finances & Scheduling

SEED Center procedure:

1. General format has been 5 weeks, 2-3 hour class/week, $15/student, usually held in the evening. When classes are 1 hour/week we charged $10/student; when 1/2 hour/week (such as Creative Dance for 2-3 year-olds) $8/student. Exceptions were made for courses taught by professionals with set rates (Stained Glass), or when people were willing to earn less. Materials were usually in addition to the "tuition cost", and we found it best if this was handled between instructor and participants, without the SEED Center being involved.
2. Course instructor receives all payments up to 10 students (total possible $150 for standard course). Students make all checks payable to the SEED Center, this goes under "Project Income"; then instructor is paid for contracted amount up to 10 out of "project income". The payments from participants after 10 remains in "project income" actual income for the SEED Center; this is spent for community education related expenses.
3. Make a contract (see "CONTRACTS") with each instructor.
4. For the amount to be received after the number of participants is definite - usually after first or second class, but be sure to get it signed before the class has finished and the check has been given to the instructor.

General procedure:

1. Length & time of classes may be determined by other courses given in area, by polling representatives of population to be served, or some practical aspects such as availability of instructor or space. 5-6 weeks seems a good start. When we offered a 10-week follow-up to a very popular 5-week introductory poetry course, we could not fill the class; people didn't seem willing/able to make the longer commitment.
2. Cost of courses should be based on income level of area (ours is low), comparable courses offered by community colleges or centers in the area, if any and/or on the amount instructors need to earn to make them willing to offer the course.
3. In our experience the extent to which mini-courses were publicized determined the response to them, whether the program was successful.

C. Publicity (See major heading "PUBLICITY")
SEED Center procedure:
1. A catalog or calendar of course listings should be sent out to be received at least one week, and not more than three weeks, before classes start. If the time lapse is too great, people forget. Two weeks advance notice gives people more time to plan.
2. We used various combinations of the following, in addition to the catalog:
   - Town Crier Articles and listings in Calendar of Events
   - Greenfield Recorder articles
   - Posters
   - School newsletters
   - Reminder notices to schools
   - Kick-off events such as Open House

General procedure:
1. A system is essential. Set one up and then be consistent (with room for modifications and improvements).

D. Registration (See old catalogs)
SEED Center procedure:
1. Two Methods
   a. Full pre-registration with forms & checks mailed in at least one week before beginning of classes.
   b. More informal registration by phone, payment at first class.
2. Formal pre-registration is good for classes which have an absolute minimum number of students, so that prior committment is essential (such as Stained Glass - the instructors could not offer the class unless 8 people took it).
3. In the case of late registrations after the class has started, we usually charged the full course cost. In some cases where several classes had been missed we gave a light discount, but it must be made very clear that no one gets their money back for sessions missed after joining the class.

E. Conducting Mini-Courses
SEED Center procedure:
1. Checks and registration were usually taken at the first meeting of a course so a SEED staff person would attend for this purpose. Other than this financial business, the SEED staff person only needed to make sure the building was open and space was ready, (enough chairs, coffee water on, and materials requested by the instructor, etc.). The conducting of the course was solely the responsibility of the instructor.

II. IN-SERVICE

A. Choosing Topics
Both the SEED Center and General procedures are:
1. Choices of Teacher team.
2. Responses from Needs Assessments, Teachers' perceptions of their needs, wishes, etc.
3. Federal Mandates (Special Ed.), Educational trends.
4. Administrators' perceptions of teachers' need, individual schools.
5. Availability of skills, Facilitators.

B. Choosing Facilitators
Both SEED Center and General procedures are:
1. Contact community organizations, colleges, university programs for available facilitators. (See list of Cooperating Organization form Validation Report. See list of In-service Workshop in Validation Report.)
2. In-district Facilitators capitalize on strengths of the District, make people aware of local resources, encourage sharing.
3. Outside-district facilitators bring in new ideas and information, may be respected as authorities.

C. Finances, Format, Scheduling & Credit
SEED Center procedure:
1. We traditionally held our in-service Workshops at the SEED Center after school for 2 hours/workshop.
2. Workshops at individual schools (we did it on a rotating basis) were generally better attended. We chose workshops for individual schools on the basis of needs assessment surveys - the school with the most requests for a given topic was chosen as the location for that workshop.
3. Outside-facilitators are usually contracted to lead workshops for consultant fees - varying with the facilitators.
4. In-district facilitators usually contribute their services.
5. In-service credit is given to teachers for workshops attendance. 15 hours of in-service equal one graduate credit. This means every workshop (2 hours) is worth 1/7 of a graduate credit. (round off)

D. Publicity
SEED Center procedure:
1. Workshop publicity is done through intra-school mail. The course catalog (see "Mini-Courses") includes a listing of workshop offering for an entire semester. Catalogs are also sent to all other schools in the county (See Bulk mail).
2. Workshop reminders are IMPORTANT. Notices should be sent to each school at least one week before the workshop. These can be done on purple dittos, with 2-3 copies (a few more to Mohawk) sent to each

school secretary, who will put them on display. These notices may be sent as early as 2-3 weeks before the workshop. Survey responses showed that these notices were considered essential by teachers.

3. Workshops planned after the catalog has gone out may be announced through notices, posters, or mimeographed letter, to each principal or representative, or even each individual teacher. It's a very good idea to do a second round of publicity on any workshop which has not been included in the catalog.

General procedures are:

1. A system of regular school mail delivery has been essential to the operation of the SEED Center. Irregular service to our more remote schools has caused serious problems. Regular and frequent contact with schools is the only way for a teacher center to succeed, especially if programs are dependent on teacher attendance.

E. Registration

SEED Center procedure:

1. We essentially had no registration for workshops, with the exceptions of those for which the facilitator needed a minimum number of participants. Sometimes we took names of people interested, particularly when community people telephoned, and would call individuals we knew were interested to remind them about a workshop.

General procedures are:

1. We found it profitable to be flexible about workshop scheduling and never passed up an opportunity to offer a workshop which seemed of interest and benefit to a good number of teachers. This sometimes meant scheduling programs at the last minute, but we were very willing to do this particularly if the request came from teachers. Sometimes workshops were set up at one particular school with interest being expressed only by that school's teachers, in that case they essentially had a workshop given exclusively for them, though all teachers were welcome. The focus for us was on using whatever resources were available, and responding to any indication of interest from teachers, no matter how few.

F. Conducting Workshops

SEED Center procedures are:

1. As with Mini-Courses, building must be open and space ready (including coffee table). Sometimes a SEED staff person will introduce the facilitator.

III. GRADUATE COURSES

A. Choosing Topics & Instructors

Both the SEED Center and General procedures are:

1. As with all other programs, responses to needs assessments are important in choosing topics. Our usual procedure was to list on the survey those topics and instructors we knew to be available, and have people choose from among them, rather than offering a choice we might not be able to provide.

SEED Center procedures are:

1. Availability of qualified instructors was the greatest determining factor in choosing topics for graduate courses. Especially because of arrangements with area colleges, instructors must have concrete credentials to recommend them (not necessary for Mini-Course and workshop facilitators - they need only to be willing and able to share a skill and/or information). Instructors associated with a college or university (such as those teaching the Environmental Biology course we offered in 1978 through U.Mass.) automatically have credentials; those not connected with an educational institution must be judged on the basis of their resumes (a Master's degree is advised).

B. Finance, Format, Scheduling & Credit

SEED Center procedures are:

1. Graduate courses have been held evenings at the SEED Center except for Environmental Biology which was held afternoons at Mohawk and U.Mass.
2. Format has been - 10 weeks, one 3-hour class/week 30 hours total for a 2-credit course. Also we once scheduled a 2-credit course on 2 intensive weekends (Friday evening and all day Saturday, plus one other evening). Although the course didn't fill some people were very enthusiastic about the format and could fit it into their schedules where a 15 week course couldn't fit.
3. For 3-credit course: 15 week, one 3-hour class/week total 45 hours; when 15 weeks ran into vacation, other arrangements were made, such as adding Saturday afternoons or another weekday night as needed to make up the time.
4. Cost of the course varied somewhat depending upon the college or university giving credits - their administrative costs are different. Generally cost of an audit was $80 - $85; and this amount went to the instructor. (In most cases 10-12 students are necessary for the instructor to offer the course) If taken for credit, $25 - $30 were added and this amount went to the college or university.
5. Credit was arranged with North Adams State College, Westfield State College, Lesley College in Cambridge, and the University of Massachusetts. We worked most recently and continuously with North Adams and Westfield. Write to the Deans of the Continuing

Education and Graduate Study Departments - Mary Fuqua at North Adams - All courses to be offered for credit must be cleared with each school giving credit. Send a course description, outline, and a resume for the instructor. (See file on "Graduate Courses")

General procedures are:

1. A program of graduate courses is ideal for an area which is somewhat distant from area college and universities. Teachers in our district expressed great appreciation at not having to drive 20-30 miles each way to North Adams or Amherst. When a university nearby offers the necessary courses, it would not seem advisable to compete.

C. Publicity - See Other Courses

SEED Center procedures are:

1. It is important to advertise graduate courses thoroughly because of the need for at least ten-twelve participants. Notices should certainly be sent to every other school in the county. (If the catalog has been sent around, that's accomplished, but a follow-up notice or letter to each principal doesn't hurt)

D. Registration

SEED Center procedures are:

1. Registration forms will be sent out to the SEED Center by the college giving credit, and each student should fill one out the night of the first class. Checks are made payable to the SEED Center for both audits and credits; later checks for the amount due to the instructor and each college are mailed out from the SEED Center. (Project Income Account)

E. Conducting Graduate Courses

SEED Center procedures are:

1. As with Mini-Courses, space must be ready and doors unlocked; SEED staff should be there first night for registration procedures. Instructor maintains class after that.

Both the SEED Center and General procedures are:

1. When any programs are being held at a school, or the schools are sponsoring them with the SEED Center, it is imperative that the event be thoroughly cleared with everyone concerned. Never assume anything: Be sure that you have individually contacted each principal, and that the secretaries of each participating school are informed. If the cafeteria is to be used, this must be personally cleared with the people there. If teachers are involved in the planning or presentation, contact them individually. (Example: as hosts for g[illegible] a reception) Leave no stone unturned! If the janitor [illegible] set up tables in a certain way, speak to him

personally. Make detailed lists of everything from coffee and napkins to phone calls to facilitators, and check every detail several times. Some possible details are:

Refreshments:
- Coffee powder
- Percolator or hot water
- Sugar & Cream (Check with cafeteria - don't count on it
- Napkins
- Cups
- Spoons, stirrers
- Tea bags or some coffee alternative
- Cookies or whatever, serving plates
- Small plates if needed
- Serving bowl, ladle
- Juice or punch

Workshop:
- Facilitators (briefed on topic expectations, approximate number of people participating, etc. time!)
- Space
- Chairs
- Tables if needed
- Who will set up room(s)
- Introduction
- Notices & publicity
- Schedule (when will refreshments be served)
- Anything facilitators need (blackboard, charts, markers, slide projector and screen, etc.)
- Evaluation (forms, procedure, time, explanation, collection)

2. Refreshments, in our experience, are important. They may be very simple, but they set a mood and really do refresh tired teachers. It's the best way to make an event or program more pleasant. People really appreciate it.

IV. LIBRARY

A. Choosing Materials

Both SEED Center and General procedures are:

1. Teacher representatives are given responsibility for polling their schools for needs, requests.
2. Individual teachers with strengths in certain areas are given responsibility to spend a certain amount of money in that area (such as Science, records, art supplies, whatever is needed)
3. Books and materials are chosen from advertisements that come in the mail, especially if topic is pertinent, such as Learning Centers. Staff people make these decisions.
4. Requests from individuals for a certain book or material - our microscope was bought after several requests.

B. Ordering Materials

SEED Center procedures are:

1. Purchase orders are made out to the company for the books and materials wanted. Cover copy (white) is mailed to company, middle copy (pink) goes to school clerk, last copy (green) is kept by the SEED Center. When company receives purchase order they will

send the order and a bill; when order is received by SEED Center, check is sent out by the school clerk, with any corrections such as shipping costs or change in price. SEED Center uses B.C.S. tax exempt status number. For writing out purchase orders, see old copies.

2. As materials come in, they should have cards made, and perhaps a notice should be sent to teachers, or an article on "New Materials" put in the newsletter.

C. Circulation

SEED Center procedures are:

1. Any book or material may be checked out by any teacher, administrator, parent, student or community member-interested people from outside district also (in this case it's good to get a phone number).
2. A catalog of all materials in the center use was compiled in Sept. 1978. Each teacher in the district was given a copy, and extras are available for interested people.
3. It is important for SEED Center staff to keep aware of school programs and happenings - when Sanderson Academy had "International Week" the SEED Center sent by school mail all materials on the countries being included.
4. Teachers check out materials by coming personally, calling or sending notes through school mail - requested materials may be sent through school mail.
5. Materials are lent for 2 weeks at a time but may be renewed by phone. There is no charge for overdue lost or damaged books and materials.

General procedures are:

1. Great source of free materials on foreign countries: WRITE: Embassy of _____, Washington, DC, 20000. Explain in a letter that you represent an educational center and are interested in anything on their country. We mailed letters to every embassy. (See World Almanac List) We got fantastic results.
2. Every book and material should have a card. There should also be a list of books and materials checked out.
3. Cards of books checked out are put in a file, alphabetically by first word of title. Under "Date due", borrowers should write the date they took the book or material, then write their name, school, or town (Phone number if outside district).

Both SEED Center and General procedures are:

1. As part of the library service, the SEED Center has begun to compile a list of teachers with skills and experiences to share, so that, for example, when one class is studying Egypt, a teacher from another school can show the slides from the summer she spent in Egypt. This list could include travel, crafts, special abilities

and talents (computer programming, Jazz, piano) - anything that might be of interest and help to other teachers. This list will be given to all teachers.

V. OTHER COMMUNITY PROGRAMS

A. Story Hour

SEED Center procedures are:

1. A preschool hour was run by a SEED staff person, one hour every Wednesday morning at 9:30. At various times notices were sent to a dozen or so parents known to have preschoolers, and notes were included in the newsletter.
2. Books were checked out from the Greenfield Library children's section. Free films were borrowed from the Greenfield Film Library - a free service. (to get there, go north on Federal St. 1/2 mile, turn left on Pierce St., Film Library is behind Pizza Patch on left side) There were only a few films which were really appropriate for preschoolers.
3. Crayons, colored paper, paints, and mural painting (on long paper) were also used.
4. Parents were welcome to stay, or use the time to shop, rest, etc.
5. At times parent volunteers helped with or ran the program.

General procedures are:

1. One problem in offering a program of this sort is the variation in attendance. Usually 2-5 children attended, once we had 10. It's difficult to get a really solid program going when parents have to drive the children there but only get an hour's respite. Sometimes no one came for several weeks. A longer time (2 hours) would be more helpful to parents, but requires much more planning and involvement.

B. Saturday Morning Specials

SEED Center procedures are:

1. "Saturday Morning Specials" were a cross between mini-courses and workshops; they cost a small fee, were usually in arts and crafts, but they only met once for 2-3 hours.
2. Registration, publicity and conducting were the same as mini-courses and workshops.
3. Attendance was much lower than other Ed. Programs.
4. People seemed excited about the idea (topics were very imaginative) but when it came to that particular Saturday morning and they had something to do or the weather was bad, they just didn't come. More publicity and pre-payment might have helped this.

VI. PUBLICITY & DISSEMINATION

A. Printing

SEED Center procedures are:

1. The SEED Center has had excellent results doing business with the Locust Press, 63 Meridian St., Greenfield, Ma. (774-4785) Their rates are by far the lowest in the area.
2. All copy for printing is delivered "camera-ready"; that is, in black or red ink (or magic marker), drawn or typed to size, exactly as it is wished on the printed copy.
3. Several catalogs were done using a combination of printing and mimeographing: The cover (2-sides) was printed, on heavier paper, the inside pages typed on stencils and mimeographed on regular legal-size paper. Then all pages were sent to Locust, where they folded, assembled and stapled them for a small fee.
4. The SEED Center has had access to duplicating machines in the school offices; these have proven indispensable. They included mimeograph, ditto, and Xerox. Also the high school assisted us by making electronic stencils from camera-ready copy; these were then mimeographed, enabling us to inexpensively include drawings in our newsletters.

General procedures are:

1. If a machine to make electronic stencils is not available in your district, you may find one at a local printing company; cost for making an electronic stencil is usually $2-$3.

B. Distribution

SEED Center procedures are:

1. 2,500 copies are made of printed material, such as newsletters, catalogs, and brochures.
2. Printed materials are sent through schools to all teachers and home by students to each family. The following are the numbers sent to each school: (approximate enrollment)

Rowe	100
Hawlemont	200
Sanderson	200
Buckland-Shelburne	400
Colrain	200
Mohawk	1000
	2100

3. An attempt is made to send materials home with only the youngest child in each family, but in some schools this is extremely difficult because of numbers. Extras are placed in central locations in each town (where possible) or returned to the SEED Center (in case of Mohawk).

4. SEED Center takes stacks of materials to Foxtowne Coffee Shop and the Country Bank for Shelburne Falls area residents.
5. 200 copies are sent to people on the SEED Center mailing list. (See bulk mail)

C. Bulk Mail

SEED Center procedures are:

1. The SEED Center obtained a bulk mail permit which may be used for any dissemination materials.
2. A minimum of 200 pieces may be sent by bulk mail.
3. The "address list" file contains several copies of the address list (6 pages), printed on labels ready to be stuck on the material to be mailed. Instructions for duplicating more copies are in the file.
4. Bulk mail must be sorted in stacks of ten pieces each. Put a label on each piece of mail; then sort by zip codes. Make stacks (secure with rubber bands) each of ten pieces with the same zip code; when all zip codes of 5 like numbers have been used up, stack by the first 4 numbers, then 3, then 2, finally miscellaneous. (Example: Make stacks of 10 pieces with 01370, then by 0137, then 013, then 01. Put a label on each stack. If these instructions need clarifying, call the Postmaster.
5. Bulk mailing is a substantial savings!

D. News Articles (See files for example)

SEED Center procedures are:

1. Greenfield Recorder
   Western Franklin County
   Contact: Bill Shumay, Bridge St., Shelburne Falls, Ma. 01370
   625-6304
2. Town Crier
   27 Chapman St.
   Greenfield, Ma.
   774-2400
3. Paper comes out every Wednesday. Articles must be in by previous Wednesday (Monday or Tuesday to assure printing); Calendar Events listing by previous Saturday. It seems that everyone reads this.
4. Table Top Times went out of business.

Administrative Issues

Administrative Issues

In the light of newly available Federal funding for teacher centers, information about SEED Center and GSSP programs takes on new significance. As Kathy Devaney, editor of "Essays on Teachers' Centers", notes:

> When Congress enacted and the President signed the Education Amendments of 1976 (Public Law 94-482) last Fall, they authorized as much as $68 million a year for three years for teachers' centers which they defined as local school district sponsored sites where working teachers could pursue professional improvement directly related to their own classrooms, and where the improvement program would be overseen by a policy board composed of teachers in the majority with a little help from administrators, professors, and the school board.

The first cycle of these teacher centers received notification of funding during the last week of July, 1978. While some of these centers were in existence before the advent of Public Law 94-482, many will be opening for the first time this Fall. Other school districts, having prepared for but not selected for Federal funding may begin their centers with local or other outside funding. Many educators predict that teacher centers will have a strong influence in American education during the next decade. This increased awareness of and emphasis on teacher centers lends added professional credibility to the 100-150 existing centers of which the SEED Center and GSSP are examples.

Also important when considering starting a teacher center is, despite definitions in Federal guidelines, no such thing as a "typical" or "model" center exists. Because center programs reflect the unique needs of their teachers, schools, and communities, and, because the origins and objectives differ widely, pure adoption is impossible. What existing teacher centers share is not as much a model as a process, a clarification,

a set of common beliefs about learning, and a myriad of specific methods, materials, resources, and programs that have worked in one particular environment.

What follows, in question and answer form, are some basic practices we think will be helpful in administering any teacher center program.

I. Describe any special staff requirements and qualifications.

As each teachers' center is unique, so are the specific qualifications for each director. In a center that is closely involved with a diverse target population, such as that of the SEED Center, the following qualifications would apply:

(1) B.A., Teacher Certification. M.A. preferred.
(2) Teaching experience on level of target group of teachers.
(3) Administrative or management experience.
(4) Active listening and group facilitation skills and experience.
(5) Writing and public relations skills and experience.
(6) A professional belief system consistent with objectives of the program proposal.
(7) If sole staff member, typing a must.
(8) If adapting the 5-8 program, experience in middle schools or junior high school.
(9) Direct experience with curriculum development and staff development preferred but not required.

Obviously, if a center chose a narrower, deeper focus, or if the institutional variables highly contrasted those of the SEED Center, these qualifications would vary. As important as skills and experiences are personal characteristics of the director. The following partial list of characteristics was generated by a group of teacher center directors and participants in a session at the Annual ASCD (Association for Supervision and Curriculum Development) Conference last March:

(1) Energy
(2) Flexibility
(3) Creativity
(4) Supportiveness
(5) Sensitivity
(6) Resiliency
(7) Friendliness
(8) Sense of humor
(9) Commitment
(10) Professionalism

Many existing directors have developed strong teachers' centers programs without many of the "formal" qualifications. However, the characteristics seem to be more universal and necessary to the development of a strong center.

The need for additional staff became apparent shortly after the center opened. In our particular situation, we pursued and received CETA funding for a full time assistant director. Because of the unpredictability of outside funding, we would highly recommend that a minimum of two staff members be written into the original program plan. If an assistant director is not possible, secretarial help is certainly needed. Volunteers can fill some of the needs (see Appendix), but consistency and thoroughness are best achieved by the addition of a second staff member. This person should be hired after the director with skills, interests, and experiences complementary with but not necessarily similar to those of the

director. In our case, the assistant director brought skills in community work, an arts background, and many of the characteristics listed above. Even with a two person staff, many of our services would not be available without the help of high school students. Funded through a division of CETA, Neighborhood Youth Corps, two students spend ten hours each week at the SEED Center. The "extras" such as doing laminating and duplicating for teachers and community organizations become possible through their help. These positions are not essential to the running of our project but offer very real assistance.

Ongoing training is an important aspect of working in the SEED Center. In addition to taking advantage of many of the programs offered by the center, both the director and assistant director attended a variety of training sessions. (see Appendix) General areas in which training was found to be helpful are:

(1) Teacher Centers
(2) Dynamics and models of educational innovation and change
(3) Issues in staff development; how teachers learn
(4) Involving community members in schools
(5) Group process, leadership, decision-making
(6) Current educational innovations, trends, and research
(7) Grant writing
(8) Federal programs and regulations
(9) Organizational behavior and management

In addition to these general topics, we pursued more specific topics relative to district needs and personal interests. Training programs which helped participants focus in upon specific program needs and action plans were the most helpful. **(Anyone beginning a teacher center should immediately contact the Teachers' Center Exchange for resources and support.)

II. Describe any procedures and materials necessary for personnel training.

Training of personnel other than center staff has not been emphasized in the SEED Center program. However, individual components of the program did include specific training. Also, general introductions to the SEED Center were given to several groups of people - to the community in Open Houses and dissemination materials, to school administrators and teachers in workshops, through personal contact, and through dissemination materials.

Specific components requiring training were the in-service program, 5-8 program, and the Advisory Board. The procedures used could best be described as learning through doing, through assuming responsibility for the design of in-service programs and center governance. Leadership skills and cooperative decision-making evolved throughout this process.

This procedure of helping teachers assume responsibility for their own staff development programs will be used in a variety of situations next fall (i.e. health coordinator, Glasser leadership teams, release-day planning teams, advisory board). No particular materials are necessary throughout the training process.

III. Describe all required equipment and/or materials and physical facilities. Include both program developed and commercial instructional materials.

Physical facilities vary widely among teacher centers. While some centers operate without a physical space, other centers serve as model educational environments. The SEED Center is located in a large classroom in the "retired" school building which houses the superintendent's offices. Our central location is important; easy accessibility to office machinery, supplies, and secretarial help is a major benefit. Our location is also a key reason that we have been able to become so integrally involved in the school organization. However, we also feel many disadvantages in our location. Our experience has shown that the physical space should be carefully chosen. The environment not only makes a strong statement about the program but also influences direction of growth.

A telephone, typewriter, small office space, and access to duplicating machines are essential. Because of our emphasis on services, we also require darkroom equipment and a drymount press. Our professional library consists of both program developed and commercial instructional materials. Display space, bulletin boards, and bookshelves are used for storage and display. Once again, no set number of materials are essential for a teacher center. If a professional library is part of the center, adequate display space (amount correlating to the amount of materials) is important-resources multiply! A comfortable meeting area and a work area are also important to our program. While two or more large rooms would be ideal, they definitely are not required. Our basic needs for space include room for meeting, storage, display, professional library, recycle center, work area, darkroom, vertical file and bookshelves, and office space.

IV. Describe the appropriate learner population for this program. (Age, ethnic composition, income level, family, urban/rural setting.)

Because a teacher center's program emerges from specific needs, teachers and community members from any school district would be an appropriate learner population. However, many of the descriptors listed above hold a definite influence over program development. Those teacher centers serving similar learner populations are likely to develop similar programs. The process of clarifying and examining the influence of these variables is relevant to all centers.

V. Describe the nature of the institutional variables (e.g., the school administration, teaching staff, scheduling and financial procedures) which you feel would be critical to the success of the program in an adopting district.

Origin of the program (why written, by whom, for whom, based on what beliefs, district dynamics, climate, and history) is one of the most critical influences to the success of a program. Teachers must play an active role in the planning, implementing, and governing of the center. Administrative support is also important; if the center is to serve both teachers and administrators, center personnel must be accepted by both. The amount and type of central administration is also an important variable. Many of our programs grew out of needs which are the responsibility of central administration in a larger, more sophisticated school setting.

Clearly defined roles, financial responsibilities, and decision-making procedures will help avoid misunderstandings within the system. These clarifications should be understood by all elements of the school community; means of evaluation should be consistent.

VI. Describe any key variable (s) without which the program should not be attempted.

A teacher center should not be started without strong teacher participation in the planning, implementation and governance of the center. Programs must emerge from teacher needs and should reflect a belief system about teacher learning. Community programs should remain within the general purposes of the center.

The program should not be attempted without adequate introduction to the entire school population. If planned by a small group of teachers, the center goal and objectives should be disseminated before the actual center opens. Comprehensive needs assessments should be part of the planning.

Other variables (i.e. the lack of commitment to the ideology of growth and change and to designs for facilitating them) strongly influence the advisibility of beginning a center but don't necessarily rule out the possibility of a successful center.

VII. Discuss the feasibility of adopting the entire program or components of the program.

The concept of a teacher-community center would be very adoptable for many school systems. Although I would be shocked if it happened, a school system could have needs so similar to those of our population that every objective would be replicated. However, I doubt it. Even more doubtful is the chance of a center replicating a majority of our activities. The important element is not, "Can all these objectives be met by another

school district?" but "Can our center assist other school districts in the planning, implementation, and evaluation of teacher center programs?" We feel the answer is yes.

If a school system or group of teachers was interested in beginning a teacher-community center, we could help in many ways. Again the methods used and the degree of similarity to our center would be determined by the unique needs of that community. Some ways we could help are listed below:

(1) Help clarify objectives and beliefs
(2) Help develop action plan
(3) Share concrete items (i.e. newsletters, learning kits, needs assessments, evaluation forms, job descriptions, advisory board information, program proposal, workshop descriptions)
(4) Share our method of organization and management (as one of many ways)
(5) Refer them to relevant resources, both human and material
(6) Share our time line (Examine why we did what, when), insights, and successes and failures
(7) Discuss processes - various methods of setting up workshops, writing school committee proposals, involving community, disseminating information, evaluating formatively, and governing center
(8) Help link beginning centers together for mutual support

VIII. Identify special problems encountered in the implementation of the program and describe solutions.

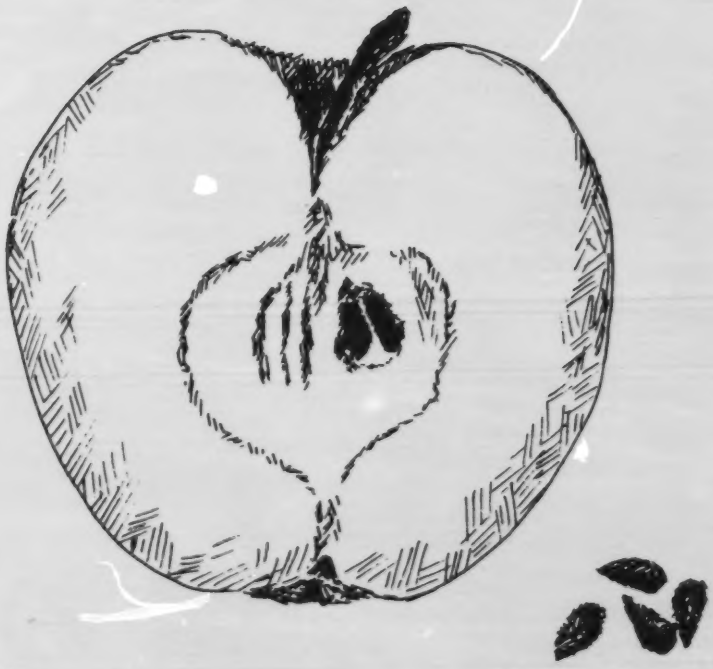
The greatest single problem confronting the SEED Center since its inception is the inherent contradiction in a resource center for teachers which was designed largely by administrators. Teachers' perceptions of the center as something administratively imposed can never be completely dispelled. This problem is a crucial one for a center whose aim is to help teachers gain responsibility for their professional development. The solution for a new program is simple; do not attempt a program for teachers without substantial (a majority) teacher involvement in the planning and design. Those whom the program is designed to serve know best what the program should include in order to meet their needs.

Other problems are minor by comparison. Any experimental project such as ours will encounter difficulties with certain specifics - formats, topics, timing, politics, etc. - from time to time. The solution we found to be most successful in meeting any problems as they arose was flexibility. Those working in this type of program should be committed to ideals, not ideas; to process, not products. It is important to recognize that there are no right answers, and what appears at first to be a stumbling block may turn out to be a source of new insight into the real needs of the population.

IX. Are there any major components of the program that may be diffused separately?

As discussed in EXPORTABILITY, ITEM 8, our major components could be replicated individually as well as a unit. Of all our objectives and activities, the 5-8 Staff Development Program would stand out as a singular, comprehensive component, one that could be replicated without the existence of a teacher center. The other objectives could be used singularly but would be more dependent upon and complemented by joining with at least one other objective.

Program Development and Funding



Program Development and Funding

It is true that the program options and possibilities discussed in the previous sections carry with them one important qualification: programs are not possible without the availability of money and related resources to operate them.

From the outset, both the SEED Center and the Greenfield Project have struggled with the complexities of program development and expansion. Like many teachers' centers, we receive local school system financial support. Both the Greenfield and Shelburne School Systems have allocated direct dollar commitments and related in-kind contributions to our programs. However, the level of support is not sufficient to operate the centers totally on local funds. We have had to constantly search for additional funds and resources to maintain and expand our efforts.

In this section, we are offering three papers on the issues of program development and funding. In the first paper, William Wright, Superintendent, Greenfield Public Schools, offers an administrator's perspective on the role of a teachers' center.

The second article, by Clement Seldin of the University of Massachusetts School of Education, discusses the ways teachers' centers and universities can work together.

The final paper, by Robert Maloy, GSSP Executive Director, presents two related aspects of the funding and grant writing activities and strategies of the SEED Center and the Secondary Schools Project.

William R. Wright
Superintendent,
Greenfield Public Schools

Teachers' Centers: A Superintendent's Perspective

As public education enters the decade of the 1980's, it becomes increasingly evident that a major concern will be the in-service education of professional staff. Every school committee and administrative leader will need to develop strategies for providing teachers and administrators with continuous opportunities to upgrade their skills and to redirect their training. Several areas of staff development where this need will be especially true come immediately to mind.

School curriculums will have to be continuously modified so as to meet the changing character of the students and of the changing needs of society. The tremendous shifts that took place in American society in the sixties and seventies will be further accentuated, and the tempo increased in the eighties. Teachers and administrative staff must be ready to meet these challenges of change.

In addition to the changes that are demanded in curriculum content and approach, there are very strong requirements to educate staff members to deal with the mandates of Federal and state laws in the areas of civil rights, affirmative action policies, and the rights of the handicapped, both in terms of sex and race.

Another important area of concern is the fact of economic limitations, posed by inflationary pressures and tax caps, which will require school staffs to find new and less expensive ways of providing educational tools and materials. Moreover, the strong conservative movement in the country is affecting young and old alike. Professional educators who have generally been of a liberal cast will need to make adjustments in thinking to avoid serious and unnecessary conflict.

It is apparent that strategies for in-service and staff development which take into account shifting needs for training, curriculum modifications, and the development of educational materials need to be developed. One new strategy that appears to offer significant possibilities is the teachers' center.

Teachers' centers are developed by and for the instructional personnel of the school. A center provides a setting and the resources for the development of curriculum, and for the design and construction of educational aids. A center serves as a focal point for the total school staff to search out the needs for in-service programming and to share mutual concerns and goals. Such a program provides staff members with a unique opportunity to share their work, and to draw upon one another's skills and ideas.

The Greenfield Secondary Schools Project is in the process of developing a teachers' center for Greenfield. The project is a unique cooperative venture sponsored by the Greenfield Public Schools, the University of Massachusetts School of Education, and the Massachusetts State Department

of Education with the support of outside agencies such as the Teacher/ Community SEED Center and the Beacon Clinic of the Franklin County Public Hospital along with committees of secondary teachers, students, and administrators. Initial efforts have centered on needs surveys, the offering of mini-grants to teachers and students, and the efforts to meet various in-service requests as set forth by the instructional staff. Yet to come are the choosing of a site for the center and the development of ongoing funding sources.

While the teachers' center is only one of many new strategies that must be developed for the eighties, the concept seems to provide a promise of making a significant impact on the problems of staff development that we face in the years ahead.

Clement A. Seldin
School of Education,
University of Massachusetts
at Amherst

The Teachers' Center/ University Connection

The growing number of teacher centers in the United States is, indeed, an exciting educational advance. They can serve as a major foundational structure from which dynamic staff development projects grow and prosper. Yet, all too often, teacher centers neglect to tap a significant resource; institutions of higher education. From planning stages through to implementation and development, the teacher center should encourage colleges and universities, especially state universities, to provide knowledge, assistance, and guidance.

Unfortunately, many budding teacher centers have inaccurate pictures of colleges and universities in terms of their interest and desire to provide direct assistance. It is the perception of many public school educators that faculty at these institutions want simply to teach their courses on campus, conduct theoretical research, and have little to do with public school systems. In fact, this is simply not the case. In increasing numbers, faculty are teaching their courses off-campus in local school systems. Additionally, a significant portion of academic research is devoted to highly practical matters of public school education. Moreover, many faculty welcome the opportunity to provide assistance to educational projects as a community service. Many professors perceive that involvement as an ideal opportunity to return to the public schools. It can provide an excellent practical foundation for their college teaching.

What are some of the specific ways that a teacher center can build on the strengths of institutions of higher education? To this question, there are numerous answers. First, at initial stages of teacher center development, teacher center planners should contact departments of education at the local colleges and universities in order to seek the input of these faculty. By including professors from these local institutions in the planning stages, they will feel a sense of ownership for the center. Consideration should be given to university representation on the governing board of the teacher center. This must be more than a token membership. In reality, with this professor comes additional expertise and resources from the university which may be extremely helpful in the implementation and perpetuation of the teacher center.

One of the most successful types of teacher center/university collaboration, which is a primary objective of many teacher centers, is the offering of university courses off-campus at the center or within local schools. These courses can be coordinated through the center and, in many cases, participants receive both university and their own system in-service credit for successful completion of the course. Certainly, the selection of particular courses should be correlated directly to the needs and concerns of the local school system. However, experience suggests particular courses to be the most requested and successful. They include:

1) The Law and Education
2) Educational Leadership
3) The Special Needs Child

4) Clinical Supervision
5) Innovative Evaluation Instruments
6) Moral Reasoning and Values Clarification.

Such off-campus in-service courses tend to have high enrollment, high interest, and high success. In terms of timing, studies suggest that teachers prefer to take these courses in the late afternoon rather than evening and during the week rather than on week-ends.

A third avenue for mutual collaboration is a university registration conducted off-campus in the teacher center for area teachers and administrators. Often teachers are unable to leave their classrooms prior to 4:00 in the afternoon. On many campuses, registration ends at 4:30 or 5:00 p.m. Therefore, public school personnel must rush from their schools, dash to campus, only to find long lines, forms, and hundreds of last minute registrants. A registration held at the teacher center is a very helpful service that a teacher center can provide the local school community. Teachers avoid the lines, the rush and anxiety of an on-campus registration. They may register for university courses in a more personal and efficient manner. To facilitate this process, the university must send an academic counselor and assistants who are familiar with the necessary forms and procedures for registration. If such counseling is available and forms accessible, registration for university courses can be a painless ten minute detour on the drive home at the end of the teaching day.

Current research suggests that successful teacher centers respond directly to the needs and concerns of public school personnel. In order to respond efficiently and effectively, needs assessments must be conducted. Yet, many such needs assessments are designed by individuals with minimal experience in this type of questionnaire design. Often the needs assessment instrument is biased, misleading, difficult to complete and interpret and, in the final analysis, not an accurate picture of the needs of school personnel.

At the university, professors have been well trained in the area of needs assessments and can be of major assistance in design, tabulation and analysis. And this is an excellent example of an instance where faculty representatives on the governing board may be of genuine help in providing the link to a professor with needs assessment expertise. Additionally, often the data gathered through these needs assessments can be analyzed at the university computer centers. Needless to say, this can save hours and hours of tedious tabulation and analysis.

Another area for cooperation between the teacher center and the university is the co-sponsoring of various workshops and seminars. For example, a needs assessment may reveal that elementary teachers would greatly appreciate an intensive workshop on infusing energy education into the curriculum. Once again, the professor who is serving as a member of the governing board may be of assistance in coordinating this effort. A two or three day intensive workshop on this subject can be designed through the

cooperative efforts of teacher center personnel and university faculty. Frequently, there is sufficient expertise within the university community to preclude the necessity of "going outside" for consultants and presenters.

Summer seminars are also a viable option for collaboration. These seminars, conducted on a very specific topic generated from needs assessments, can provide university as well as in-service credit for participants. The timing, subject, and location of these cooperative efforts will vary. Yet, the notion of a successful seminar through teacher center/university cooperation remains a firm and stable foundation.

An often neglected area of educational projects is evaluation. Yet, to remain a vital and dynamic effort, all educational projects should utilize extensive formative and summary evaluation procedures. Moreover, it is often recommended that "outside evaluators" be employed. Whether "outside" or "inside", evaluation must be an integral procedure of the teacher center. The formative evaluation is an ongoing process of assessment. Through interviews, perusal of documents, and observation the evaluator provides feedback to the teacher center's governing board as to the center's operation. The summary evaluation is one conducted after the center has completed an important project or subsequent to a particular time period, i.e., each year of operation. Generally through sophisticated questionnaires, the summary evaluator analyzes particular growth and development toward the identified goals of the teacher center. Computer analysis of the questionnaire is most helpful.

To the degree that the teacher center has external funding, it may choose to seek the consultive services of university professors for this evaluation component. If, on the other hand, the center is struggling financially, it may be able to secure the services of university evaluation experts gratis. To those individuals who see this type of elaborate evaluation as superfluous and unnecessary, they should be well aware that many educational projects have floundered and ultimately died due to the inadequate or even nonexistent evaluation component.

The teacher center/university connection is an important one for consideration. Planning assistance, on-site courses, on-site registration, needs assessment assistance, and evaluation guidance are all avenues of this mutually benefiting collaboration. Many educators across the country have differing opinions as to the dynamics of education for the 1980's. Yet, few disagree that there will be a continuation, if not expansion, of financial restrictions throughout the public school systems in this country. Therefore, in increasing numbers, public school systems should be looking for new ways of cooperating with various human service agencies in their community. The university should be one of the primary targets for teacher center conceptualizers. It offers a wealth of educational expertise and genuine interest in public school innovation. It is a reservoir to be tapped.

Robert W. Maloy

Funding Strategies and Sources of Support for Teachers' Centers

Like most other educational programs, the SEED Center and the Greenfield Secondary Schools Project are constantly preparing for, or in the process of writing funding grants. Indeed, grant writing has become an essential component of our teachers' center programs, as well as being one of the most important services we provide to the school systems.

In this paper I will present key aspects of the grant writing activities of the Teacher/Community SEED Center and the Greenfield Secondary Schools Project. I intend to offer no startling revelations or "instant formulas" for success in developing and securing grants. Our programs have found no such easy answers. Rather, I intend to discuss the strategies that have guided our grant writing efforts, and outline briefly the results. In addition, I will offer some suggestions for others seeking to incorporate grant writing into their existing or emerging teachers' center programs.

Ideas and Strategies

To understand the grant writing efforts of the Teacher/Community SEED Center and the Greenfield Secondary Schools Project, two points need to be clarified:

1. Both the SEED Center and the GSSP were initiated with a competitive funding grant as the base for program development;
2. Local school system contributions (in the form of direct dollar expenditures and in-kind contributions) were initially provided to our programs as evidence of the school systems' support to the outside funding grant.

These points illustrate a dilemma shared by many competitive-grant funded programs and the schools that receive them: the grant generates a program that begins as an addition or supplement to current school system efforts. However, since the outside funding is rarely continually renewable, the question facing the recipient is whether or not the funded program will become an integral feature of the school's fiscal operation. As Harriet Bograd has so accurately stated the question, "Is there life after seed money?" *

In the public school districts of Shelburne and Greenfield, the reality of this funding dilemma is severe. Both the SEED Center and GSSP programs are facing fixed end points to their outside funding grants. Moreover, school systems' dollar commitments have not been sufficient to operate the programs totally on local funds. Furthermore, when compared to other available external funding sources, support for specific teachers' center type activities are more limited.

*"Is There Life After Seed Money", Harriet Bograd, The Teacher Center, Inc. New Haven, Connecticut, 1978

One way we have tried to deal with these facts has been our grant writing activities. We have continually looked for outside funds both to raise capital for our centers, and importantly, to demonstrate to our school systems that our programs are built upon a clear programmatic cost effectiveness.

This has meant developing support for not only the teachers' center, but for specific program priorities of the school systems as well. In this sense we have acted directly as grant writers for the school systems. For example, the SEED Center was involved in securing a middle school planning grant for the nine-town regional secondary school. Similarly, the GSSP developed in conjunction with Greenfield High School a vocational educational proposal to increase career options for handicapped and disadvantaged students and a work project grant to develop new playground environments for the elementary and secondary schools.

The rationale for this grant writing strategy is two-fold:

1. We are not asking the schools to consider funding our programs totally out of local dollars. Rather, we offer a reasonable trade-off to the school systems between dollars expended in local support of the program and dollars potentially generated for the schools by our grant writing. In this way we maintain, even expand, the local level of financial commitment to the program.
2. We view grant writing for the school system as a way of opening new areas of program involvement. This is particularly important since both the SEED Center and the GSSP are sustained by securing funds from diverse sources. New programs in the schools may represent additional dollars, directly or indirectly for our centers. This has been the case in Greenfield where the CETA playground development program is being, in part, administered by the Secondary Schools Project as one of its 1979-1980 teachers' center activities.

It is still too soon to judge whether this approach to grant writing and program development will be instrumental in continually maintaining our programs. The SEED Center is still receiving State funds through a fourth year validation/dissemination grant under Title IV-C. Nevertheless, as partial evidence of the success of this approach, the amount of local commitment to the SEED Center program has increased over the four years of its existence (Figure I).

By contrast, the GSSP has secured an additional year beyond its original two year grant by combining self-generated grants and local funds. Plans are being made to continue the Project in this manner. As with Shelburne, the Greenfield School System's commitment to the Project (Figure II) reflects support for the program's concepts and operating strategies.

It is clear both school districts have directly benefited by our actively

FIGURE I

SOURCES OF SUPPORT TEACHER/COMMUNITY SEED CENTER SHELBURNE FALLS, MASSACHUSETTS

SOURCE	1976-77	1977-78	1978-79	1979-80
Massachusetts State Department of Education (D.O.E.)				
a) Title IV C/E.S.E.A. "Innovative Projects"	$12,000	$10,000	$10,000	$19,200
b) Commonwealth In-Service Institute Grants	-	-	-	1,500
Comprehensive Education and Training Act (CETA)				
a) Public Service Employment Positions				
1. Assistant Director	-	7,500	-	-
2. Resources Coordinator	-	7,500	7,500	8,000
b) CETA Youth Programs				
1. Youth workers (2)	2,000	2,000	2,000	2,000
Private Foundations				
a) Artist's Foundation "Poet in Residence grant	-	-	-	3,300
b) Polaroid Foundation Equipment grant	-	-	-	1,500
Local Contributions				
a) Direct supports for programs (mini-grants, in-service days, etc.)	-	3,000	3,000	5,000
b) In-kind expenses (telephone, office supplies, travel, etc.)	500	500	500	500
TOTAL	$14,500	$21,000	$21,000	$40,000

FIGURE II

SOURCES OF SUPPORT GREENFIELD SECONDARY SCHOOLS PROJECT GREENFIELD, MASSACHUSETTS

SOURCE	1977-78	1978-79	1979-80
Massachusetts State Department of Education (D.O.E.)			
a) Comprehensive Secondary School Planning Project Demonstration Mini-grant	$ 7,500	$10,000	-
b) Comprehensive Secondary School Planning Project In-kind consultant time (2 consultants)	3,000	3,000	-
c) Commonwealth In-Service Institute grant	-	-	$ 1,500
University of Massachusetts School of Education			
a) School of Education In-kind consultant time (2 consultants, 1977-79; 1 consultant, 1979-80)	3,000	3,000	1,500
Comprehensive Education and Training Act (CETA)			
a) Public Service Employment			
1. Secretary	7,500	-	6,700
2. Public Relations Intern (1/2 time)	3,750	-	-
3. Resource Coordinator	-	-	7,000
b) Youth Community Conservation and Improvement grant (YCCIP)	-	-	118,275
Local Contributions			
a) Direct support for mini-grants	-	1,500	3,000
b) Director's salary	7,000	7,000	6,000
c) 94-142 In-service funds for mini-grants	-	-	2,500
d) In-kind expenses (telephone, office expenses, travel, etc.)	1,000	1,000	1,000
Other			
a) National Institute on Alcoholism and Alcohol grant for alcohol awareness materials	-	-	1,100
TOTAL	$34,750	$25,500	$148,575

developing sources of funds. We must wait, however, for a more precise definition of the fiscal conditions of the early 1980's to measure long-range implications of these efforts as a teachers' center funding approach.

Sources of Support

The charts at the end of this article outline sources of support developed by the SEED Center and the Greenfield Secondary Schools Project over the past four years. The charts display the range of funding possibilities we have developed, and suggest the variety of options open to systems seeking to initiate or maintain a teachers' center.

The charts also illustrate that given the declining capacity of local school systems to fully absorb the expenses of a teachers' center, programs may have to fiscally reorganize annually according to available funding sources.

The Essentials of Grant Writing - How We Went For the Dough

At the SEED Center and the Secondary Schools Project we have found only one hard and fast rule for locating funding: Do not be intimidated; grant writing does not have to be as frightening or remote a process as it is often perceived.

Two facts, however, need to be kept in mind:

1. There is money out there, although the guidelines and funding priorities often shift from year to year necessitating a comparable shift in one's program development and strategy.
2. One must develop practical ways for locating and securing funding; the grants we do not seek will certainly be received by some other school system.

With these facts at hand, I have put together a brief compendium of useful information about grants and grant writing. What follows is an overview of what our programs have found to be important.

1. Compile a list of basic funding sources and information. Our projects have found the following references to be helpful in our funding searches:

   A. Teachers' Centers: Sources of Support, Illinois Office of Education, 1979
      (excellent summary of available public and private support for teachers' center programs)

B. "Is There Life After Seed Money?", Harriett Bograd, The Teacher Center, Inc., New Haven, Connecticut, 1978
(interesting perspective on the dilemma facing grant-funded programs)

C. "The Foundations Directory", 44 West Park Avenue, New York, N.Y. 10023
(place to begin seeking support from private foundations for teachers' centers and teachers' center type activities)

D. "The Federal Catalogue of Domestic Assistance", "The Federal Register"
(the basic sources of information for Federal funding)

E. "The Grantsmanship Center News", The Grantsmanship Center, 1031 South Grand Avenue, Los Angeles, California 90015
(excellent overviews and commentaries on current funding trends, priorities, and sources in both public agencies and private foundations)

2. Establish what potential resources are available to your program in your community; that is, find out who might be looking to work with your program. The SEED Center and the GSSP have collaborated with a number of agencies including:

A. The Arts Council of Franklin County and The Massachusetts Council on the Arts and the Humanities

B. The Franklin County Council for Children and the Massachusetts Office for Children

C. Colleges and universities, specifically: The School of Education of the University of Massachusetts at Amherst, Greenfield Community College, North Adams State College

D. CETA (Adult and Youth programs)

E. Massachusetts State Department of Education

F. Franklin County Educational Collaborative

G. Franklin County Public Hospital and The Franklin County Mental Health Center

3. Think small: effective grants do not have to be in the tens of thousands of dollars, and a single grant is not necessarily the only way to fund a program. Our programs have tried to make use of the small grant others may pass by in developing our program efforts. Among the grants of less than $5000 we have identified are the

following:

A. Commonwealth In-Service Institute grants of the Massachusetts State Department of Education (available from regional offices)

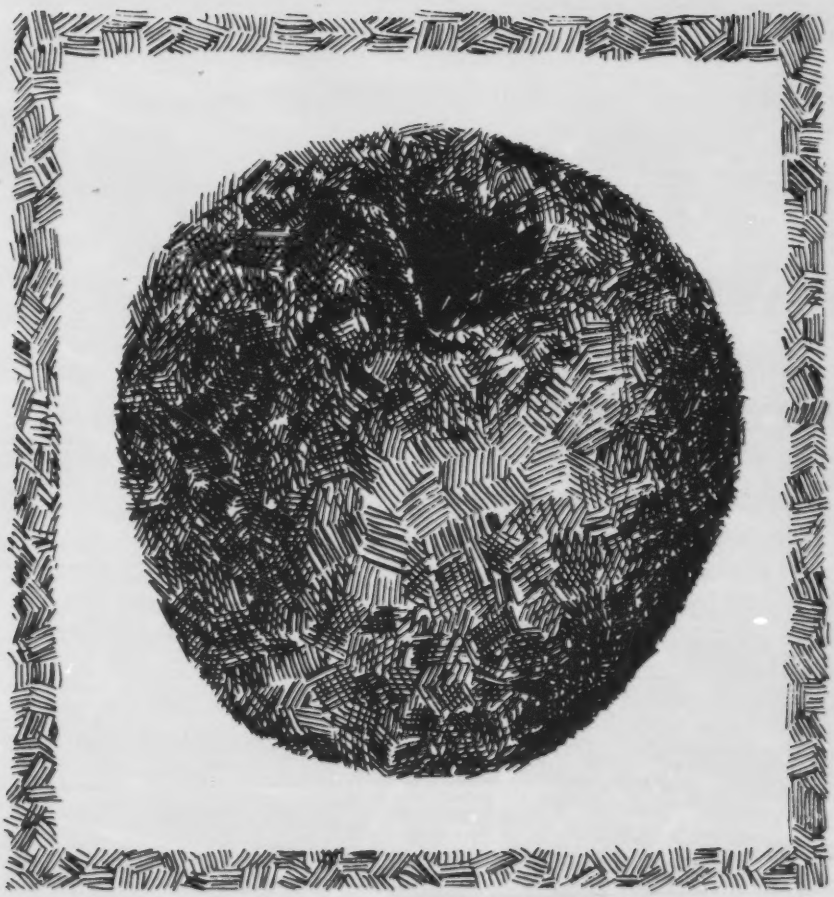
B. Product Donation Grants for special needs or income deprived populations (available from regional offices)

C. Artist-in-Residence matching funds available through the Artist's Foundation, Boston, Massachusetts

D. Local projects of the Commonwealth of Massachusetts Council on the Arts and the Humanities, Boston, Massachusetts

E. National Diffusion Network (NDN) of the United States Office of Education: Massachusetts Diffusion Assistance Project, The Network, Andover, Massachusetts

Publicity and Dissemination



Publicity and Dissemination

We have found in Shelburne and Greenfield that the success of our programs relies greatly on effective publicity and dissemination. Publicity has been a fact of SEED Center and GSSP existence. Unless our program efforts and accompanying philosophical rationales are widely shared with the school community, the programs will not survive.

Viewed in this context, publicity and dissemination involve two main elements.

One is the necessity of continually communicating information to people about program activities. We have utilized every available resource (newsletters, newspapers, posters, radio, etc.) to insure that our programs are always visible and accessible to the public.

Second is the crucial issue of support building. A teacher center requires support from teachers, administrators, and community people who may not always share a common view on program efforts. Ongoing publicity and dissemination demonstrate the program's awareness and responsiveness to particular needs and concerns.

The following documents are samples of three means of publicity and dissemination used by the SEED Center and the Secondary Schools Project: posters; newsletters; and news releases.

Teacher-Community SEED Center
625-2555

Vol. 3, No. 1 The Newsletter Sept-Oct 1978

THE 5-8 GOAL: MIDDLE SCHOOL CONCEPT

Adoption of the middle school concept was unanimously chosen as the goal of this year's 5-8 program by nine-town administrators and steering committee members at their two-day planning workshop last month. Immediate plans include a staff development program for teachers, informational programs for parents and community members, and a grant proposal for a program coordinator. A separate middle school building is NOT included in short or long-range plans.

Determination of this goal was based on a common definition of the middle school concept:

> "The middle school is an idea. When it is operational it is a program that attempts to meet the needs of students in the 'in-between years', usually from ages ten to fourteen. It differs from elementary and secondary schools, but attempts to provide a bridge between these two phases of schooling. No particular grade organization is sacred, but the middle school ought to include some combination of grades 5, 6, 7, or 8. " (Middle School Fact Sheet)

How this middle school concept will differ from present elementary and secondary school programs will be the focus of concentrated study throughout the school year. A committee of principals and teacher representatives will meet on the last Tuesday of each month to plan workshops and programs

IMPORTANT DATE: OCTOBER 12TH

FOR... ALL 5-8 TEACHERS will participate in a full-day workshop on Wednesday, October 12. The workshop will be facilitated by a team of middle school teachers who are also instructors in the Middle School Teachers' Program at Gordon College.

PARENTS & COMMUNITY MEMBERS: There will be an overview of the middle school concept especially for parents, community members and teachers of grades other than 5-8 on Wednesday, October 12th, from 7:30-9:30 p.m. James Garvin, Director of the Secondary and Middle School Teachers Program at Gordon College, and Henry Christ, Assistant Superintendent of Triton Regional School District and former principal of a model middle school in eastern Massachusetts, will lead the informational program. The presentation will be two-fold, - a look at the early adolescent learner in view of recent research, and the practical aspects of middle schools. Please mark the date on your calendar and be there to hear these noted educators on this important topic which will greatly influence our school district in the coming months and years: **MOHAWK H.S. AUDITORIUM - 7:30 PM.**

From: The SEED Center
Gittenden Bldg.
Ashfield St.
Shelburne Falls, MA 01370

To:

MATERIALS CATALOG

At long last, the SEED Center catalog of materials is finished, and will be distributed in early October. Each teacher and aide will receive a personal copy, and we will have extras available for any interested parents and community members. Just call the SEED Center and ask for the "SEED Catalog".

FALL COURSES — REGISTER

Don't forget to register immediately for the following SEED Center courses: (All have openings at this time)

Graduate Course:

- ☆ A SURVEY OF HUMANISTIC PSYCHOLOGY
- ☆ SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING
- ☆ GRAPHOANALYSIS
- ☆ ROUND-TABLE ON CURRICULUM PLANNING

Mini-Course:

- ☆ YOGA AT MOHAWK

Mini-Course:

- ☆ CREATIVE DANCE FOR CHILDREN

Call the SEED Center for details

NEW MATERIALS: FOREIGN COUNTRIES

Over the summer, Neighborhood Youth Corps workers Helen O'Gorman and Dohn Sherman sent a letter to every foreign embassy in Washington,D.C., requesting information and materials about their country. The response has been far beyond our expectations, - we have received beautiful full-color posters, hard-bound books and paperbacks, booklets packed full of statistics about the country, and other materials with real educational value. Particularly exceptional materials have been received from Korea, Germany, and France, to name a few, and more are being received daily. Call and ask for the file on any foreign country of interest to your class; chances are we have information on them.

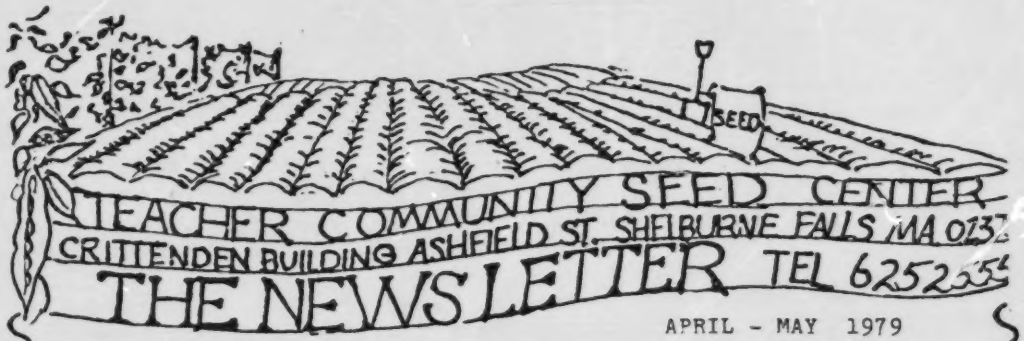
PICK UP YOUR OLD LAMINATING!

We have a large stack of materials which have been laminated, some over a year ago, but never reclaimed. We are placing these materials in storage temporarily, but will make them available to anyone who would like them if they are not picked up in a few month time. Please call or come to the SEED Center and pick up any materials you left to be laminated.

VALIDATION (POSTPONED FROM SEPT. 12TH)

On Thursday, September 28, the state validation team will be at the SEED Center for the validation process. Projects may receive validation on two levels, either "for dissemination" which recommends that the project share information with other school districts, or "for diffusion" which provides extra funds for project staff to travel to other locations to assist in the replication of the project elsewhere. Neither of these awards are a judgment of the project's worth, but rather a determination that the project could be packaged in an educationally sound manner for other locations to reproduce or learn from. The results of the validation process will be shared in the next newsletter.

WE APPRECIATE RESPONSES TO THE COMMUNITY SURVEY, AND WE CAN STILL USE YOURS IF YOU HAVEN'T SENT IT YET. THANK YOU!


SEED
TEACHER COMMUNITY SEED CENTER
CRITTENDEN BUILDING ASHFIELD ST. SHELBURNE FALLS MA 0137
THE NEWSLETTER TEL 625-2355

APRIL - MAY 1979

IN THIS ISSUE: MORE MINI-GRANTS, SUMMER GRADUATE COURSE, WORKSHOPS, STAFF DEVELOPMENT TEAM NEWS, ANNOUNCEMENTS.

MINI-GRANTS: Mini-grant proposals have continued to come in and the S.E.E.D. Center Advisory Board is meeting monthly to consider new proposals. Our next meeting is May 15, so if you have an idea for an educational project that meets your needs, get your proposal in by May 11. Because of its succes this year we plan on continuing and expanding the program next year. Final date for proposals for this year (and summer) is May 31.

Some recently received proposals include:

1. Financial assistance to bring the UMass Symphony Orchestra and Jazz Choir to the high school.
2. Two days of poetry for the children at Sanderson.
3. Materials to put together learning kits on, other cultures, the middle ages, and mythology.
4. Children's literature specialist Masha Rudman to work with all nine-town librarians.
5. Two multi-media learning kits on Greece; Its history, and its people, to add to the Mohawk curriculum.

REMEMBER! The deadline for proposals for the remainder of the year is May 31. The process is simple and chances are good that we can fund or otherwise help you with your idea. Call us for details and proposal forms.

****

NEW STAFF: The S.E.E.D. Center has received funds from C.E.T.A. for a new staff position. Christine Baronas has been hired as the Resource Materials Coordinator. Chris' job is varied and includes making arrangements for mini-courses, working with the staff development team, maintaining the library and resources and finding new ideas and resources.

If you need anything for your classroom, Chris is the one to call. She can find materials, information on different subjects, books, films, records, field trip possibilities and will try to handle all requests. She has lots of catalogs and files on all kinds of classroom activities and materials, if you would like to stop in and browse.

****

GRADUATE COURSE: This summer the S.E.E.D. Center will offer a Graduate Course for 3 credits from North Adams State College. The course is entitled "Topics in Educational Change" and will be taught by Robert Nolov, currently director of the Greenfield Secondary School Project. The course will focus on the problem of change in elementary and secondary education from three related areas: Individuals and change, Institutions and change, and the Community. Issues covered will include: Professional growth and burn out, Mainstreaming, Classroom skills, Simulations and games, Back to basics, Discipline and student apathy, and Community control of schools

The course will meet twice a week, Tues. and Thurs. Evenings, 9, beginning June 12, running through July 24th. The cost is $115 for 3 credits or $85 to audit. Call the S.E.E.D. Center for more information and to register. Registration closes May 18.

****

PROPOSED GRADUATE COURSE: A lot of people have asked for a graduate course taught by Masha Rudman from UMass. We have talked to Masha about this and she will be available in the fall but only for 3 or 4 weeks, therefore the class would need to meet 3 times per week. We need to know if people would be interested under those conditions. Please call the S.E.E.D. Center by May 18 to let us know if you are interested so that we can make arrangements.

****

REQUESTS: This would be a good time for people to call us with ideas, suggestions and thoughts about workshops, graduate courses, mini-courses, topics and people you would be interested in seeing next fall as we are beginning to make plans for next year.

****

STAFF DEVELOPMENT TEAM NEWS: The staff development team has put together another afternoon of workshops for teachers (K-8) for the May 2 Release Day. Topics include: Hands on Science and Math activities, Simulation games, local Geology, Teacher Burn-out, Puppetry, Writing resources and Art in the Curriculum. The workshops begin at 1:00 P.M. at Mohawk and there will be both one and two hour sessions. The workshops are open (on a limited basis) to other interested teachers and community members but we request that you call the S.E.E.D. Center in order to pre-register.

WORKSHOPS: The S.E.E.D. Center is sponsering the following workshops:

FOR PARENTS: "BEING AN ASKABLE PARENT" - (3 sessions) Are you uncomfortable answering your children's questions about sex? Parents often have difficulty being the primary sex educators of their children, but no one helps them prepare for this role. These workshops are designed to help parents acqu skills in communicating with their children about these questions. The workshop leader is Marsha Leavitt of the Family Planning Council. Please register by calling the S.E.E.D. Ce ter no later than April 26. Here are some details:

Dates: May 1, May 8, May 15
Time: 7:00 to 9:00 P.M.
Place: Buckland/Shelburne Regional School Library
Fee: No Charge

CHISENBOP MATH: Diane Rog from the Russell School in Hadley has been professionally trained in Chisenbop. She will conduct a workshop here at the S.E.E.D. Center during which she will demonstrate how to add and multiply as well as how to find missing addends and she will explain how to use the process in the classroom.

Date: May 16 Time: 3:30-5:30 Place: S.E.E.D.

PUPPET MAKING: For those of you who haven't had a chance to learn how to make puppets from Rosie D'Intino there will be an afternoon workshop at the S.E.E.D. Center. Her puppets are really special and easy to learn. In addition to being great educational aids they are wonderful to look at and fun to make.

Date: May 24 Time: 3:30 - 5:30 Place: S.E.E.D. Ct.

Call the S.E.E.D. Center by May 17 to register. Thank you.

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POETRY MINI-COURSE: This mini-course will try to encourage and facilitate the writing of poetry. It is open to all those who are writing already, occasional writers, or even those who are just starting to write. Participants will explore ways of seeing and means of expression and will work principally with their own poems. The course is taught by Abbott Cutler, a local published poet. It will meet once a week for 5 weeks from 7 to 9 P.M., starting Wednesday, May 9. The cost is $15. Call the S.E.E.D. Center to register by May 3.

****

ANNOUNCEMENTS:

DR. WILLIAM GLASSER (himself) will lead a "Reality Therapy" seminar at Dartmouth College on April 26th from 9:00 A.M. to 4:00 P.M. The fee for the seminar is $20.00. For more information and to register call them directly at 802-649-5259 or 603-643-5666.

****

HIGH SCHOOL SCIENCE TEACHERS: The U.S. Department of Energy is sponsoring a summer energy workshop during the week of July 9 - 13 at Bridgewater State College. The workshop is entitled "Special Topics in Energy for Earth Science Teachers", and money will be provided for food, lodging and transportation by the Department of Energy. Write to Robert Boutilier, Earth Science Department, Bridgewater State College, Bridgewater, Massachusetts, 02324, for more information.

****

ELEMENTARY AND JUNIOR HIGH TEACHERS: We want to remind you that the Cancer Society in Greenfield has free kits on health curriculum. Call them at 773-8458 to order a set. (The S.E.E Center also has them available for loan.)

****

THE ARTS: The Humanities Division of Greenfield Community College is sponsoring an ARTSWEEK, April 17 - 21. It looks like an exciting pot pourri of events: Mime, Video, Drama, Music, Film, Dance etc. For a schedule of events call them at 774-3131.

****

TEACHERS GUIDE TO TELEVISION: This is the name of a new publication that has come to the S.E.E.D. Center. The listings in it can help you choose some good shows to watch both for yourself and your children. Come in and see the list. Many programs can be used for classroom discussions. Also, don't forget that the S.E.E.D. Center has a cable T.V. If you would like to watch a program together with other people you can watch it here. Give us a call before hand to make sure that the space is available.

FROM THE S.E.E.D. CENTER LIBRARY: We are trying to get our inventory together and would appreciate it if people would return books, kits and materials that they have out and aren't using. If you would like, we can pick them up at your school. Also, as always, we invite people to come in and browse or ask Chris to find resources you would like.

Teacher-Community S.E.E.D. Center
FALL 1978 PROGRAMS:

Federally funded under ESEA Title IV-C, the SEED Center is a resource center serving the nine-town area of Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Rowe, and Shelburne. In addition to the programs listed, the SEED Center offers a variety of other services including:

tel. 625-2555

- LIBRARY of EDUCATIONAL MATERIALS (Books, learning kits and games, magazines, posters, etc. - Catalog available)
- RECYCLE CENTER
- MEETING AREA
- DARKROOM
- DRYMOUNT and LAMINATING SERVICE

Hours: Mon - Fri 9:00 - 5:00 Director: Gwen Van Dorp

* ALL PROGRAMS HELD AT THE SEED CENTER UNLESS OTHERWISE SPECIFIED *

GRADUATE

"A SURVEY OF HUMANISTIC PSYCHOLOGY"

The area of humanistic psychology has often been referred to as as the "third force" in psychology, thus placing it in opposition to psychoanalytic and behavioristic psychology. This view has basically set out to describe what humanistic psychology is not, while in this course humanistic psychology is studied from a perspective of discovering what it is, what it represents, and how it is applied. Consideration will be given to the historical development of the "third force" in psychology, as well as its application to research, theory building, and psychotherapy.

MONDAYS, 7:00 - 10:00 PM
15 WEEKS - SEPT. 25 - DEC. 18
Remaining sessions to be arranged with class
3 CREDITS FROM NORTH ADAMS STATE COLLEGE

Instructor: DONN BRECHENSER
Donn has previously taught "Transactional Analysis for Educators" and "Authenticity in Teaching and Counseling" through the SEED Center.

COST: $115.00 CREDIT $85.00 AUDIT

INSERVICE

PARENTS!

SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING (STEP)

Learn more effective ways of relating to your children.
Open to any 9-town parents and teachers. Enrollment limited to 12.
TUESDAYS, 7:00-9:00 PM
9 WEEKS - SEPT. 26 - NOV. 21
Instructor: DAVID BRESSEM SCHOOL PSYCHOLOGIST
COST: $25
Inservice credit available for teachers

GRAPHOANALYSIS

The study of handwriting can help one understand personality characteristics such as enthusiasm, ability to concentrate, and will power. Participants will learn and practice basic analyzing skills.
TUESDAYS, 3:30-5:30 PM
8 WEEKS - OCT. 24 - DEC. 12

Instructor: VIVIEN FULLER
1st grade teacher, certified by International Graphoanalysis Society
COST: $15 includes all materials
Inservice credit available (2 hours = 1/4 credit)
LOCATION: SANDERSON ACADEMY, ASHFIELD

ROUND-TABLE ON CURRICULUM PLANNING

A series of discussion and information-sharing evenings with noted curriculum expert Dr. A. Wells Foshay, a resident of Rowe. Dr. Foshay is a former professor of Education, Department of Curriculum and Teaching, Columbia University Teachers' College.
THURSDAYS, 7:30 - 9:30 PM

No cost. Inservice credit available for teachers - 1 credit for 3 sessions.
OCTOBER 19 & 26, NOVEMBER 2

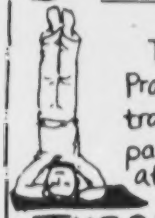
* TEACHER INSERVICE WORKSHOPS are being planned by a committee of teachers & will be held in individual schools. *

CALL NOW TO REGISTER FOR ALL PROGRAMS · 625-2555

SHARING EXPLORING EDUCATING DEVELOPING

MINI-COURSES:

YOGA at MOHAWK



Techniques in Hatha yoga, meditation, Pranayama, relaxation, and concentration will be taught. Each participant will be encouraged to move at his/her own pace.

WEAR LOOSE CLOTHING & BRING A BLANKET.

TUESDAYS, 2:45-3:45 PM
5 WEEKS - SEPT. 26 - OCT. 31
Instructor: JULIET SEAVER
COST: $15.00
LOCATION: MOHAWK TRAIL REGIONAL HIGH SCHOOL

Especially for Mohawk teachers & students - but anyone is welcome!

ANY QUESTIONS?
call Juliet 337-4866

CREATIVE DANCE

Children will express their own creativity through improvisational dancing to animal stories and musical pieces, and learned partner dances, Indian dances, and plays.

- AGES 2-3: SATURDAYS, 9:30-10:00 AM
  $8.00 5 WEEKS BEGINNING SEPT. 29
- AGES 3-5: SATURDAYS, 10:00-11:00 AM
  $10.00 5 WEEKS BEGINNING SEPT. 29
- AGES 6-12: TUESDAYS, 3:45-4:45 PM
  $10.00 5 WEEKS BEGINNING SEPT. 26

Instructor: DARIA NIELSON

CHILDREN SHOULD WEAR LOOSE CLOTHING.

ANY QUESTIONS?
CALL DARIA 625-9398

OTHER POSSIBILITIES.....

Rikki and Bob Carroll of Ashfield may each offer a mini-course later this fall:

CANDLEMAKING and CHEESEMAKING

Rikki is also interested in offering afterschool ARTS & CRAFTS CLASSES for KIDS. Call Rikki & Bob if you're interested 628-3808

WHAT WOULD YOU LIKE TO LEARN TO DO ?
WHAT CAN YOU TEACH ?

In the spring and summer of 1978, the SEED Center offered 18 mini-courses, in addition to graduate courses and workshops. The mini-courses were the direct result of phone calls and personal contacts from community members, who had a skill to share or a request for a course.

CALL THE SEED CENTER WITH YOUR IDEAS!

* SEED Center programs are open to ANYONE. Preference for * class space is given to 9-town residents.

Calendar design by Anne O'Brien

From: The SEED Center
Crittenden Building
Ashfield St.
Shelburne Falls, MA 01370

To:

THE SEED CENTER NEWSLETTER

SERVING WEST COUNTY SCHOOLS AND COMMUNITY

Sharing, Exploring, Educating and Developing

SEPTEMBER 1979

WHAT'S NEW THIS YEAR:

A lot is happening at the SEED Center this year. We will continue to offer Mini-Grants, Community classes, Graduate Courses and After School In-service Workshops. In addition we have expanded into grant writing for the school system, a Travelling SEED Center, Something called Culture Connection, and arts programs. Here's what it's all about:

Mini-Grants

Mini-Grants are back this year. This is an ideal way to finance creative educational projects that you would like to see happen. The grant will pay up to $200 for resources needed to begin innovative projects involving elementary or secondary students. Last year Mini-Grants enabled teachers to attend special workshops, build learning kits, make costumes and program school wide cultural events. The possibilities are great! Here's a way to make it happen in your own special way. Mini-Grant applications are available at each of the schools and at the SEED Center.

Artist In Residence

The Artist's Foundation of Boston has awarded us a grant to put a poet in our schools. Later this year, for a period of three months, a poet will be hired to provide students with exposure to the art of poetry through first hand learning experiences. The poet will also help develop a poetry curriculum and will work with teachers in the instruction of poetry. Particular plans will be finalized in October. We will keep you informed of the details.

Polaroid Cameras

Picture this: Your students getting a positive image of themselves and their work by taking photographs of each other. They can document a special project or record changes in their lives with the Polaroid cameras that are available through the SEED Center. The easy to operate cameras came to us through a grant from the Polaroid Corporation and, along with film, are here for your use in the classroom. Call or drop us a note if you would like to borrow one.

DIRECTOR: STEVEN GERMAIN RESOURCE COORDINATOR: CHRISTINE BARONAS

Culture Connection

Here's an exciting new feature from the SEED Center. We have expanded our information and resource services by tapping into a computer! By contracting with an organization called Culture Connection in Boston we can locate information on any curriculum subject for any grade level. Using a toll free phone number any teacher can find out about resource materials and persons who can be used in the classroom in a matter of minutes. Exhibits, learning kits, guest speakers, field trip ideas, books and free materials can be located through this service. Making your curriculum full and rewarding should now be much easier.

Graduate Courses

Schools Without Failure, Approaches to Behavior Management
Instructor: Phil Dzialo
Time: Tuesdays, 3:30 - 6:30, starting October 2, (12 weeks)
Registration Deadline: September 27
Fees: $55.00 for 3 credits, $20.00 to audit
Location: Mohawk Trail Regional School, Shelburne Falls, Phone 625-2555

This course will be an exploration of the history, development, theory and practice of reality therapy as a systematic process to teach self reliance and self responsibility for behavior to students. Participants will use the techniques with students and personal behaviors.

A Survey of Humanistic Psychology
Instructor: Donn Brechenser
Time: Mondays, 7-10, starting Oct. 15, (12 weeks)
Registration Deadline: Oct. 10
Fees: $115.00 for 3 credits, $85.00 to audit
Location: SEED Center, Crittenden Bldg. Shelburne Falls

This will be a thoughtful survey of the full range of humanistic psychology including its history, research applications, psychotherapeutic applications and its very spirit as a powerful and important view of the meaning of human existence.

Community Classes

How To Fight The Energy Problem In Your Own Home
Instructor: Dennis Randall
Time: Tuesday, October 23, 7-9 p.m.
Registration Deadline: October 15
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls, Ph.625-2555

Mr. Randall, who has trained energy auditors, will discuss why and where your house loses heat and specific things to do about it.

Creating a Cooperative Atmosphere between Parents and Teachers
Instructor: Mike Proning
Time: Tuesday, October 9, 7-9 p.m.
Registration Deadline: October 3
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls, Ph. 625-2555

Mr. Proning is a teacher at Amherst High School. He will discuss means of expression and ways of listening to create better communication between a child's parents and his/her teachers.

Community Classes

Practical Aspects of Getting Started in Beekeeping
Instructor: Dick Bonney
Time: 5 weeks, Mondays, 7-9 p.m., starting October 11
Registration Deadline: October 1
Fee: $15.00
Location: SEED Center, Crittenden Building, Shelburne Falls, Phone 625-2555

Mr. Bonney, who is a professional beekeeper from Charlemont, will teach the basics of beekeeping, including how to care for your bees during the winter.

Beginners Dance Class Toward Good Health
Instructor: Ellen Levine, R.P.T.
Time: Tuesdays, 5:30-7:00, starting October 23, 5 weeks
Registration Deadline: October 16
Fee: $15.00
Location: Buckland/Shelburne Elementary School, Phone 625-2555

Ms. Levine will conduct this class in a lively, relaxed atmosphere.

In-Service Workshops

Puppet Making
Instructor: Rosie D'Intino
Time: Wednesday, October 10, 3:30 - 5:30
Registration Deadline: October 3
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls

In Rosie's workshop you can make your own puppet. Bring old children's clothes, panty hose and gloves.

Using Puppets in the Classroom
Instructor: Rosie D'Intino
Time: Wednesday October 24, 3:30 - 5:30
Registration Deadline: October 16
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls

Rosie will show us activities that will help make learning more fun by using the puppets we have made.

The Classroom as a Non-sexist Environment
Instructor: Eleanor Levine
Time: Wednesday, November 7, 3:30 - 5:30
Registration Deadline: October 30
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls

We will learn approaches to dealing with sex stereotyping and classroom activities to help children develop healthy attitudes toward male and female roles. Participants will be contacted prior to the workshop for needs and expectations.

Methods of Teaching About Energy in the Classroom
Instructor: Mike Cherniack
Time: Tuesday, November 13, 3:30 - 5:30
Registration Deadline: November 5
Fee: None
Location: SEED Center, Crittenden Building, Shelburne Falls

Mike will give a brief survey of energy concepts and will show us specific projects and discussion topics to use in the classroom. There will be hands-on activities. This should be especially helpful for upper elementary teachers.

Volunteers

We have plans for a series of workshops for children on arts and crafts. We have space, materials, training available on how to teach children various crafts but...we need PEOPLE. If you have the time (probably Saturday mornings) we can use your help. it will be a great opportunity for the kids in our area so if you can help, or know someone who can, please call us right away. (625-2555)

Tid-Bits

RECYCLE CENTER - The recycle center is still available to everyone. It has been cleaned up and through the generosity of Kendall Mills there are some new materials available this year. Come on in and look the things over.

TRAVELLING SEED CENTER - This year we are bringing a display of books and materials directly into the schools. It will stay at a school for three weeks and then move on to another. Feel free to request particular items or to add some of your own while it is at your school.

PROGRAM POSSIBILITIES - We will be conducting programs this year by request. That means we need your input. If there are any workshops, people, classes, materials or books that you would like we will try to get them. Don't forget about the brand new "Culture Connection."

WE'VE MOVED - The SEED Center is literally moving up in the world. Due to reorganization of space at the Crittenden Building we are now upstairs. All of our books, posters, desks, equipment, games, files, furniture and reams of miscellaneous materials were packed and carried up the stairs. The move has been well worth the effort. Our new room is bigger, brighter and looks great. Everyone is invited to come up and visit us and see for yourselves. While here. you can visit Phil Dzialo the Middle School Coordinator. We are sharing our space with him and his secretary Dot Lyman.

Teacher - Community SEED Center
Crittenden Building
Ashfield Street
Shelburne Falls, MA 01370

NONPROFIT ORGANIZATION
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Shelburne Falls, Mass.
PERMIT NO. 8

THE SEED CENTER

Sharing, Exploring, Educating and Developing

NEWSLETTER

DECEMBER 1979

DIRECTOR: STEVEN GERMAIN RESOURCE COORDINATOR: CHRISTINE BARONAS

WHAT'S NEW

A CLUB FOR KIDS

Work has started on the formation of an environmental club for grades five through eight. Phil Lussier, a Umass student from Ashfield, is the organizer. Working with the Franklin County 4-H Office and the Audubon Society he will teach students about the environment is a fun setting. Field trips and camping will be part of the activities. Fees for the club have been paid for by the Middle School Project and the SEED Center. If you, or anyone you know, would like to be involved in the club, call the SEED Center at 625-2556.

NEW LEARNING KITS

A learning kit on Hawaii, which was assembled by Judy Dabkowski of Sanderson, is at the Center. It has a variety of interesting items which lend themselves to use in Science, Social Studies and other areas of curriculum.

On the suggestion of Wayne Freidan of Buckland/Shelburne, the SEED Center has purchased a set of "Magic Circle" Human Development Curriculum Guides for grades Pre-School through six. The guides provide objectives and activities to use in the classroom.

STATE $$$ FINDS HOME AT MOHAWK

Via the SEED Center, Commonwealth Inservice Institute funds will be used this year at the high school. Joan Bennyan, Reading Specialist, has started the project which will teach faculty how to improve reading within each content area. Activities will start in early spring.

PRE-SCHOOL TEACHERS LEARN FIRST-AID

Joan Bonney of Charlemont alerted us to the need for a Standard First-Aid course for pre-school personnel. The result is a course currently being taught at the Center by Dennis Annear of the Red Cross. We want to thank Dennis for helping out on such short notice

Workshops — Classes etc.

Looking At History Through Women's Eyes is a workshop to be held at the SEED Center on Wednesday, January 9th at 3:30 until 5:30. Joyce Berkman from the Women's Studies Department at Umass will give the presentation. All persons are invited to attend. The program will be of particular interest to those concerned with Social Studies or Women's Issues.

The Gesell Theory of Child Development will be presented on January 30th for teachers during the district-wide in-service day and for parents in the evening. Jacqueline Haines from the Gesell Institute in New Haven, Conn. will present an opportunity for parents of children ages 3 to 14 to hear and discuss developmental age and its implications for education. Areas to be explored will be cycles of development and related behaviors, developmental differences between boys and girls and the right of every child to learn at her/his own rate. The local PTO's are helping to sponsor this program. Time and place for the meetings will be announced.

Why Isn't This Child Learning? is the title of a workshop for high school teachers that is in the planning stages. Suggested by the Special Education Staff, it will deal with developing skills for making an initial diagnosis of learning disabilities.

Systematic Training For Effective Parenting will be a 10 week course for parents of children in grades pre-school through six. It will give parents (and teachers) understanding and skills with which to better their relationships with their children. Wayne Freidan, school counselor from Buckland/Shelburne Elementary School will be the instructor. Classes are slated to begin in February.

If you would like more information on any of these classes or would like to suggest others, call Chris or Steve at 625-2555.

Artist In Residence

Ron Atkinson, a Buckland resident, will be the Poet-In Residence at Mohawk. Funded by a grant from the Artist's Foundation in Boston, Ron will be in the schools for three months, beginning in January. Ron is a published poet who has done school residencies in the past. His activities range from developing a poetry curriculum to working with individual students. While being primarily based at the high school, his plans are to be in the elementary schools too. Planning sessions for elementary activities will be held in December and are open to any interested teachers. A general introduction of Ron to the Mohawk Faculty will take place in early January. Centering around the theme of "listening to our own inner voices", the residency can bring art directly into the lives of students, teachers and the community. If you would like more information call Chris Baronas at 625-2555.

LOCAL TEACHERS FEATURED AT CONVENTION

Last October 27, five area teachers gave presentations at the Northeast Science Teachers Convention in Hartford, Conn. The teachers were invited to describe exemplary science programs that they have developed. Joe Zadroga of Buckland/Shelburne spoke on Milkweed Bugs in the classroom, Michele Kelly, also of Buckland/Shelburne, spoke on Environmental Advocacy, Connie March of Colrain presented an integrated approach to science teaching, Penny Spearance of Hawlemont addressed environmental issues in children's literature and Ruth Law of Rowe presented Mini-Field trips. Being asked to speak at the convention is a feather in the caps of these teachers and we are proud of them. In addition to preparing workshops, Michele Kelly and Ruth Law are assembling a resource list of environmental organizations in the area.

REMINDERS

*Don't forget to use the Culture Connection for information about resources available for your classroom projects. The toll free number is 1-800-952-7433.

*We have learning kits on Early America. They can help you round out your social studies curriculum with teacher tested materials.

*Shirley Brown and the Health Education Team is still hard at work. They have recently put together two new kits entitled Environmental Health, and Body Structures. Call Shirley at Buckland/Shelburne School for more information.

Middle School

The Middle School Project has been progressing. Activities for the December 5 Release Day for teachers are all set. A Christmas party for grades 6 & 7, to be held at Mohawk, is being arranged. Phil has gotten a computer for student use that will be in the schools soon, along with books and kits for five through eight. Watch for their newsletter which goes out to the schools at the beginning of each month.

MINI-GRANT UPDATE

The SEED Center Advisory Board is pleased to announce that they have funded the following Mini-Grants:
*A request from Martha Conant, Sanderson Academy Principal, for funds for a musical presentation by RosenSchontz for her students and for all district 5 and 6 students.
*Fees for an Environmental Club for district youths in grades five through eight which will be under the auspices of the 4-H organization.
*Funds for the creation of a paperback library for remedial reading students to Patricia Davis of Colrain.
*Assistance with an Oral History project being conducted by Lynn Miller of Rowe Elementary.
*Funds for "New Games" equipment to be aquired and documented by students and staff in the Special Education Program at Mohawk.

If you are interested in doing a project of your own that is otherwise not possible within the existing financial structure of your school, get a Mini-Grant application at your school office or the SEED Center. For your benefit we have printed a set of formal guidelines that are followed by the Advisory Board when making decisions on the grants. These guides and other help in applying are available at the SEED Center. (625-2555). You may also contact your schools SEED Center Advisory Board member. The members are: Sanderson-Rose Marie Smith; Mohawk-Phil Troy, Neil Potter, Sue Silvester; Rowe-Johanna Weinstein; Hawlemont-Cathey Rogers; Buckland/Shelburne-Joe Zadroga;Community member-Dr. A. Wells Foshay (Rowe); Middle School-Philip Dzialo; SEED Center- Steve Germain, Chris Baronas.

Graduate Course

Phil Dzialo will be teaching his Graduate Course entitled Schools Without Failure, Approaches to Behavior Management for a second time this year starting on January 16. The course will be an exploration of the history, development, theory and practice of Reality Therapy as a systematic process to teach self-reliance and self-responsibility to students. More information about the 3 credit course can be obtained by calling the SEED Center at 625-2555.

The Greenfield Recorder, October 5, 1979

Innovative education

Paycheck, credits combine

By LAURIE GULLION
Recorder Staff

A paycheck is more important than a diploma for some Greenfield High School students experiencing academic failure.

But a new program for Greenfield dropouts or students considering leaving school is designed to provide a salary and graduation credits — and more.

The TRADES project, which began this week, can "custom design the education to fit the kid," said Robert Maloy, executive director of the Greenfield Secondary Schools Project.

His secondary schools project has received a $117,000 CETA grant to fund the pilot program developed by Greenfield schools in conjunction with the state Department of Education and the University of Massachusetts' School of Education.

A one-of-a-kind program among state high schools, TRADES is also a rarity nationwide.

"Schools lack the funds necessary to provide alternatives which would succeed with these youths," said Maloy. "Community agencies lack the means to provide recognized academic credit for work experience programs."

"Many of the alternative programs are set up outside the system in opposition to it," he said. "Now we're creating an alternative within the system."

What the 11 participants will receive — besides credits and a salary — is hands-on experience in construction trades and the acquisition of marketable skills. The task is the design and building of four or five recreational sites for the Greenfield school system — at the elementary school level and at the high school where a new "outward bound" type physical education program was implemented Monday.

Maloy said, "It's the perfect marriage."

Particularly with personal and career counseling, the participants will receive direct benefits, he said. It means a wide exposure to specialized recreation concepts for the participants, but every Greenfield student will reap the benefits.

The construction of attractive low-cost recreational environments will improve parts of Greenfield schools, which sport little except swings, he said.

"We're turning stuff back to the community. It's visible from all angles," he said.

Maloy began this week to seek 11 male and female participants, 16 to 19 years old, who must be CETA-eligible to quality. The 40-hour per week job pays the minimum wage.

> *"Many of the alternative programs are set up outside the system in opposition to it. Now we're creating an alternative within the system."*
> *Robert Maloy*

The one-year position will begin Oct. 15 under Training in Recreational Alternatives Designed for Educational Systems. Those interested can contact Maloy at Greenfield High School in Room 84 or 774-4241.

Maloy said the program will depart from metal construction and emphasize low-maintenance recyclables like wood.

Projects include:

- a "ropes course" of wood, rope and tires for the new outdoor adventure, Project Challenge-Discovery, developed by the high school physical education department with aid from Larry Buell, Greenfield Community College's assistant professor of outdoor education.
- a playground for handicapped students in the adaptive physical education program.
- a pre-school playground for children in the new day care center to be established at the high school.
- playgrounds at selected elementary schools.

Joseph Kayan, former director of the Greenfield Youth Center, and Michael Chrisman, former CETA youth program supervisor, have been hired as work experience supervisors.

TRADES is the newest program under the secondary schools project, which provides a teacher resource center and a small grant program for teachers, students and the community.

Said Maloy, "It's an important concept for us. Educationally, it's a tremendously successful concept."

The Springfield Republican, November 4, 1979

Going beyond jumping jacks

School offers new way to work, play

Photo by Barbara Benjamin

Cheryl Robbins is lifted on a plank over a rope in the "Electric Fence Game" — part of the program in alternative physical education classes at Greenfield High. The game's object is to get everyone over without touching the rope. When only one student is left, that's some feat.

By WALENTYNA S. POMASKO
Republican Correspondent

GREENFIELD — High school dropouts have dropped back in and physical education classes are becoming the high point of the day - all because of two innovative projects which integrate work and play at the high school.

Project Challenge/Discovery offers a humanistic approach to physical education classes emphasizing activities which foster cooperation and team work rather than competition.

Some 207 of Greenfield High School's 560 students have volunteered to participate in this alternative to the traditional "15 jumping jacks" and a "lap around the track" approach to physical education.

The new alternative classes emphasize what teachers call "lifetime" sports. During the 90-minute classes, students are introduced to games such as a " tires, rope, and log" obstacle course for honing muscles, physical reactions and concentration.

Outdoor group games require communication and cooperation as well as planning. In "Electric fence," the student group is expected to find a way to get out of a five-foot high roped-in area without touching the rope, using only a five-foot wooden plank and their imaginations.

Hikes with blindfolds develop sensory awareness, a free "trust" fall by a student from a modest height into the waving and supportive arms of his classmates promotes self and group trust.

See SCHOOL
Page HF-3

Two projects lure students

Continued from Page HF-1

The new games promote group cooperation and minimize competition in sharp contrast to the fiercely competitive old games, such as broad jumps and endurance races. Such contests result in individual scores requiring individual excellence, leaving others less accomplished behind as losers.

The latest physical education classes emphasize individual accomplishment — without forcing others into a losing position. Off campus, the students may choose to cross country ski, rock climb, hike and canoe — all group activities that require individual skills without any need for winners or losers.

The second program is the "Trades Project," funded by a $118,275, one-year CETA grant and federal Youth Community Conservation and Improvement Project funds. It offers an alternative to high school dropouts or students on the verge of quitting school.

The option to learn a trade, finish school and find a new life and vocational direction while being paid a minimum wage salary is being offered to 11 Greenfield teen-agers this year. Three are young women.

The trade they are learning is carpentry and the product of their labor is alternative playground equipment. The equipment, designed by students, teachers and Trade Project staff will be constructed from ropes, recycled telephone poles, railroad ties, large concrete drainage pipes, and other materials the school hopes will be contributed as tax-free donations from area businesses and citizens.

The program is part of the state funded Greenfield Secondary Schools Project. Executive Director Robert Maloy and Executive Committee Chairperson Robert Schilling explain that the GSSP program calls for the "active participation in the process of change by those most affected by such change".

"Many of the alternative programs are set up outside the system in opposition to it. We are creating an alternative within the system," Maloy said.

The "Trades" program was developed by the Greenfield Schools in cooperation with the University of Massachusetts School of Education and the state Department of Education and it is unique, he explained.

Such programs have been funded three years nationwide.In Massachusetts the amount comes to approximately $5 million over those three years for Youth Community Conservation and Improvement Projects statewide.

Greenfield is only the third school system in the state to sponsor a YCCIP project and is only the second school to undertake the playground equipment program with those funds, according to Maloy.

"That proposal has been sent to Washington by the state CETA office as an example of what Massachusetts is doing with the YCCIP funds this year," he said.

The program also addresses a significant commmunity need. It brings in funds from outside the community for playground equipment which the schools may need but cannot afford.

By September of next year, four Greenfield schools including the high school, should have custom-designed and constructed playground equipment produced by the 11 "Trades" program students.

Senior Betsy Egan likes the new physical education classes because they are "not competitive. It doesn't matter if you're strong and can hit the ball as hard as the others — you still have a chance to be part of it."

The "Trades" project uses the high school industrial arts facilities. Maloy is the coordinator but the program is supervised by Joe Kayan and Mike Chrisman.

The "ropes course" at the high school has earned that name because ropes are among the wood, tires and other low maintenance materials recycled for the physical education grounds.

Meanwhile, the alternative physical education class, Project Challenge/Discovery, which has won such wide-spread popularity, has been developed by the physical education department with Frank Brower, Bill Budness and Jeanette Lawrence and consulation from Larry Buell, professor at Greenfield Community College.

Greenfield senior Barbara Howe says, "It's good, it's different and it's not conventional." She looks forward to the cross country skiing classes proposed for this winter as part of the high school physical education program.

Senior Betsy Egan likes the new physical education classes because they are "not competitive. It doesn't matter if you're strong and can hit the ball as hard as the others — you still have a chance to be part of it."

That's important to Betsy because, she explains, she is "not all that coordinated" right now at 16 years of age. But she still likes to be part of the activity without feeling overshadowed by the more coordinated students.

"Project Challenge/Discovery seeks to infuse into the faculty and student a sense that life is something into which one must dare to enter fully, actively and compassionately," Frank Brower explained.

"The kids in these physical education classes learn to cooperate and they learn they have to do a thing over again if they don't do it right until they can do it right. Too often kids are taught that if what they do is not quite right, it's OK and they don't need to try any more," Brower said.

As for the "Trades" project, senior Chet Marturano, 18,says the project is a "great opportunity" for him. He will get the opportunity to earn his GED (general equivalency diploma) and begin to learn the carpentry trade.

"And I'm getting paid for it too," he noted. "I dropped out last year but dropped back in because of this program."

Maloy explains: "All these things are part of the same package. It's all change and it all comes from within the system and the people who are involved in it. I have architectural drawings from elementary school kids and their teachers as their suggestions for what the playgrounds should have. That is what it is all about. They know their ideas are important too."

The Greenfield Recorder, January 28, 1980

TRADES passes tough test; examination by child experts

For the TRADES project students — selected for their past difficulties with a traditional school environment — it was an evaluation of a different kind.

Seventeen kindergarten pupils from Four Corners School inspected newly designed play environments last week at Greenfield High School.

Nine participants in the $118,000 TRADES project demonstrated their toymaking abilities for the pint-sized experts who tested the products.

The TRADES program develops job skills and educational opportunities for teenagers who have dropped out of school or are thought likely to drop out. Their task is construction of indoor and outdoor play facilities for children in Greenfield schools.

The kindergarten pupils donned safety glasses, peered at the construction equipment, watched toy shapes being cut, played with the wood toy products and pronounced the efforts of the older students a success.

"It was the funnest day I ever had," said one pupil in Beverly Johnson's class.

The program is designed to develop a more positive self-image in normally apathetic or unproductive students through creation of practical and artistic play areas.

Sites include a "ropes course" for an "adventure" physical education curriculum at the high school, child care center at the high school and playgrounds at Federal Street North and Federal Street South elementary schools. Other elementary and middle school sites may be selected for inclusion in the project.

Photos by Chuck Blake

Text by Laurie Gullion

JOE KAYAN, TRADES supervisor, shows kindergarten children how a wooden toy works while their teacher, Beverly Johnson, looks on.

The Springfield Union

Poetry to Health Care

Four-Month-Old Center Offering College Credit

By LAURIE GULLION
Union Correspondent

SHELBURNE -- Graduate classes with college credit in Shelburne Falls? A weekly story hour with puppets and games for three, four and five year-olds?

The non profit Teacher-Community Seed Center in the old Crittendon School on Ashfield Street in Shelburne Falls begins its winter courses and workshops this week, with college credit offered for the first time ever.

As a place for personal and professional growth through Sharing, Exploring, Educating and Developing, the four month old center offers innovative college credit courses through state colleges, workshops on poetry, basic darkroom techniques, health care issues, the safety of children's toys and games, among others, plus a professional library open to the community.

The accredited courses through UMass, North Adams State College and Westfield State College, are limited to 14 persons on a "first-come first-serve" basis.

The woman behind the Seed Center is Gwen van Dorpe, a former teacher who settled in the area to pursue doctoral studies in education at UMass.

As a remedial reading teacher and later a teacher in an alternative school for high school dropouts, van Dorpe wants to explore new ideas in education and provide resources and support for local teachers, parents and the general community.

"The center gives people the opportunity to get college credit without travelling long distances, to get easily to cultural things. It's an opportunity for teachers to see new things," she said. "The nearest place is Amherst or Northampton, and for people in Rowe, that's an hour-and-a-half drive."

Course offerings are based on two local surveys assessing priorities among teachers.

The North Adams State College survey of Franklin and Berkshire Counties revealed that more humanistic education, individualizing instruction, developing self-concepts among students and teachers and teacher student interaction were among the top 10 concerns.

A "needs assessment" survey conducted by van Dorpe showed that local residents wanted graduate courses and in-service training offered at the Seed Center.

As a federally-funded program, this country classroom and resource center serves the nine-town area of Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Rowe and Shelburne.

"It's really open to other towns in the county, too, but we take people from the nine towns first in the graduate courses," said van Dorpe.

Local libraries provide a booklet listing the entire schedule of opportunities available at the Seed Center during the winter.

The Greenfield Recorder

Resource Center on display

By RICHIE DAVIS
Recorder Staff

SHELBURNE FALLS — Having trouble learning new tricks? There's a place to go for help.

Located in the Crittenden Building on Ashfield St., the Teacher-Community Resource Center opened its doors Sept. 10 to offer "social, emotional and intellectual support" to the teachers, schools and communities in the nine-town western county area.

In a room filled with books, learning games and other educational materials, there is also room for a workshop, meeting place, idea center, professional library and center for the community to explore new ideas in education.

The idea for the center, according to Dir. Gwen Van Dorp, came from the five school principals in the western county. They felt, Ms. Van Dorp said, there is a need for schools to coordinate their services in some way, particularly in a rural area. Also, she added, they noted the importance of involving the communities in the schools.

The invitation for the communities to become involved will be demonstrated at an open house Thursday from 4:30 to 7:30 p.m. at the center.

Plans for the new center, one of 28 federally funded "Innovation in Education" projects, include in-service workshops for teachers, in-district graduate classes, a student materials and arts and crafts center, a center for teachers to create their own classroom materials, a professional and paperback library, displays of student art work, a darkroom for community use, a monthly newsletter, workshops for parents and a cable television hookup.

And that, Ms. Van Dorp explained, is only the beginning for the center, which received $11,600 for the first year of its three-year grant period. The project costs the school district nothing.

Several after-school workshops already have been scheduled at the center, including: Nov. 4, Values Clarification and the Classroom; Nov. 9, Developing Self-Concept in the Classroom; and Nov. 18, Teachers' Role in School Health.

Other scheduled events include: Oct. 22, meeting of the Franklin County Library Group; Oct. 25 and 26, display of new materials, and Oct. 27, curriculum day for Sanderson Academy and Hawlemont teachers, featuring a talk by Dr. Arthur W. Foshay of the Rowe School Committee.

Ms. Van Dorp said she has been visiting each of the six schools each week, to let teachers know what kinds of materials and services will be available. Also, several teachers are preparing a survey of what types of materials are needed, and to define what kind of role the center should play.

Overseeing the center is a 10-member advisory committee composed of parents, students, teachers, principals, community members, the state Board of Education, School Committees and the administrative council.

The center, which is open to the public weekdays except Thursdays from 9 a.m. to 5 p.m., and Thursdays from noon until 8 p.m., can eventually coordinate its efforts with other similar programs throughout the state, sharing different kinds of projects, Ms. Van Dorp suggested.

Eventually, she added, the state may decide to use this program as a model for other communities.

Included at Thursday's open house will be refreshments, a display of student art works and an opportunity to meet members of the advisory committee.

SEED grows in Buckland

The Greenfield Recorder, February 2, 1978

By LARRY RIVAIS
Recorder Staff

SHELBURNE FALLS — Gwen Van Dorp would like to change the SEED Center's image.

Van Dorp is director of the Teacher-Community SEED Center (Sharing, Exploring, Educating, Developing) which since September 1976 has coordinated activities for professional educators, school committees and concerned parents.

But the federally-funded program also offers services for the general public, a fact too few people know, Van Dorp said.

"Many people think we're part of the school system because we share facilities with the superintendent of school's offices in the Crittenden Building," she explained. Van Dorp admitted the center's primary concern is education, but she added, "We're emphasizing community involvement in education."

The center now offers GED (high school equivalency) courses and offers a day-care center for those attending.

The day-care center is under direct supervision of staff assistant Anne O'Brien, who was hired through the Comprehensive Employment and Training Act last September.

O'Brien also is in charge of the center's recycling program and conducts weekly workshops for the public. The program collects and redistributes a variety of reusable goods.

She also conducts Wednesday morning story hours.

The center provides free use of its television, stereo and dry-mount press. A photographic darkroom is available on a pay-as-you-go basis.

There are learning games and kits which parents may borrow for their children and an astronomical telescope which stargazers may borrow for home use. There also are 50 art prints to borrow for extended time periods.

The center offers "mini-courses" in photography, leatherwork, macrame, yoga, silkscreening, children's book illustrating, stained glass, pottery and creative writing.

The courses are open to the public and taught by area artists.

Van Dorp said the center hopes to develop workshops for scouts and programs for seniors. She welcomes other suggestions.

"We want the facilities to be used," she said.

The Teacher-Community SEED Center Newsletter is distributed at the Country Bank and the Fox Towne coffee shop and at central locations in outlying communities. Individuals' names will be put on the mailing list by request.

GWEN VanDORP, right, director of the Teacher-Community SEED Center in Shelburne Falls, offers Leona Parker a closer look at the center's astronomical telescope, one of the many items it loans to the public without charge. — Recorder Photo by Chuck Blake.

The Greenfield Recorder, June 27, 1979

Mini-grants aid school projects

By BILL SHUMWAY
Recorder Staff

A group of Greenfield Junior and Senior High School students were awarded $1,010 recently to purchase videotapes, hire a consultant to learn advanced videotaping techniques and produce a "60 Minutes" type program from a student point of view.

GHS teacher Frank Brower received $170 to hire an expert to conduct a bicycle repair mini-course. Teachers Richard Housner and William Bassett got $100 to pay for a glass-blowing workshop in Shelburne.

A group of seventh graders was granted $690 to pay for a field trip to the Boston Museum of Science.

Funding for the projects, and six others, came from an experimental mini-grant program — the only such project in the state.

The project offers grants to students and faculty groups to encourage new or innovative educational programs. It is sponsored by the state Board of Education, Department of Education at the University of Massachusetts and the Greenfield school system.

Run by the Greenfield Secondary Schools Project, it is one of only two such programs receiving funding from the state Board of Education. Both Greenfield and the state board contributed $10,000 for the program, according to Robert D. Maloy, GSSP director.

Maloy and other program participants recently gave a presentation on the program at a state Board of Education meeting in Pittsfield.

The idea for the $4,500 mini-grant program originated at a June 1977 conference advocating an examination of the educational set-up in different areas of the state, Maloy said. Following that conference, it was decided Greenfield would be a good town to examine because of its rural location, he said. An urban-suburban project in Worcester was the only other program to receive the state funding.

Emphasis was on changes which could improve curriculum quality and variety, but which ordinarily can't be covered by normal school funding.

"It gave me an opportunity to do something I would not ordinarily be able to do in school," said Brower. "You can't stick ideas in the budget and expect the town to pick them up."

Three groups, representing students, staff and community members, were organized to determine secondary level educational needs. After conducting surveys, each group presented a comprehensive report to the executive committee, Maloy said.

The executive committee is made up of representatives from each of the three groups, as well as from UMass, the state Board of Education and the Greenfield school system. The committee reviewed the reports to determine which proposals warranted funding.

But there was a wide variety of proposals. So the executive committee decided a mini-grant program would be the best way to fund multiple experimental programs.

The grants were made available to both secondary level students and faculty. They were designed to create individualized learning experiences, fund study projects outside the classroom and encourage new and creative approaches to traditional subjects.

The executive committee reviewed the applications and made grant awards on a priority basis, Maloy said.

Other funded programs and materials include: $500 for printing of a high school literary magazine, $275 for a summer outward bound program, $688 for childhood development curriculum materials, $11 for a jazz record for a GHS typing class, $125 for a telephoto lens for the high school graphic arts department and $400 for a self-paced physics series.

THE STUDENT STAFF of Aurora, Greenfield High School's literary magazine, received $500 for printing costs of this year's issue from the Greenfield Secondary Schools Project experimental mini-grant program.

The Daily Hampshire Gazette

CLEMENT A. SELDIN (left) and Robert W. Maloy, authors of an article on the Greenfield Secondary Schools Project.

Two educators keys to program's success

GREENFIELD — The November issue of the "Journal of Education" will carry an article written by two local educators, Clement A. Seldin and Robert W. Maloy. "Participant Understandings and the Complexities of Educational Change: The Breakdown and Regeneration of the Greenfield Experiment" is a long title for a recent local success story about educational innovation and community cooperation.

The Greenfield Secondary Schools Project (GSSP) is going into its third year of existence. Seldin's and Maloy's article describes the history of the GSSP and its rejuvenation. Seldin is a staff associate and lecturer at the School of Education, University of Massachusetts, and has served as a consultant to the project since its inception. Maloy is executive director of the GSSP. The School of Education, the state Department of Education and the Greenfield Public Schools have collaborated in the planning and implementation of the many programs initiated by the Project. The Project came into being after a survey was conducted to find out what teachers, students, administrators and parents thought was needed to improve the secondary school system and to make it more responsive to their mutual concerns.

This year, with the support of a $117,000 grant from CETA (Comprehensive Employment and Training Act) the project will be able to emphasize one of its major goals — to deal more effectively with school dropouts and potential dropouts. The grant will make possible the reality of employing teen-agers in useful work, work which itself is school-connected. The young people in the program will be responsible for designing, building, repairing and maintaining outdoor playground facilities. At the same time the workers will also be back in the classroom as students and future graduates.

The project also continues to support the successful programs developed over the past two years, including its Drug and Alcohol Abuse Program and mini-grants awarded to teachers, students, administrators and community people with an innovative project they want to implement. The mini-grant program simply asks the question: "Do you have an exciting idea for a creative project which will improve secondary education?"

Positive responses to that question have come from every segment of the school community. Among those projects to receive funding over the past year have been a literary magazine published by the students and a new physics program designed by a science teacher at Greenfield High School.

The article which will appear next month is a comprehensive account of the Greenfield Secondary Schools Project — its initial reception by the community, its falterings and its successes, the threat to its continuation and the renewed support given to it by the community and the agencies funding the project. It is the story of one community's commitment to do something about meeting the needs of its students.